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ABSTRACT

This report presents Texas Assessment of Academic Skills (TAAS) performance results and results on the Texas Educational Assessment of Minimum Skills (TEAMS) in October 1990. This volume is comprised of the following sections: (1) Section I, an executive summary of TAAS performance for each grade level; (2) Section II, an overview of the program and detailed information needed to understand these results; and (3) Sections III through VIII, which present summaries of the October 1990 assessment for grades 3, 5, 7, 9, and 11 and the TEAMS results for grades 11 and 12. Chapter IX presents results for the grade 3 Spanish version of TAAS. Students across the grades did well on the written composition, but performance was markedly poorer with regard to spelling, capitalization, and punctuation. At each grade level, more students achieved the academic recognition level in reading than in any other subject area. In mathematics, performance was better on objectives in the concepts domain than in the operations domain. At grade 11, 35% of the students had not mastered one or more sections of the exit level (TEAMS) test. Thirty-six figures summarize student performance. Seven appendices provide greater detail about the testing process. (SLD)

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Volume 1 Statewide and Regional Results

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May 1991

Texas Education Agency
Division of Student Assessment

June 14, 1991

TO THE CITIZENS OF TEXAS:

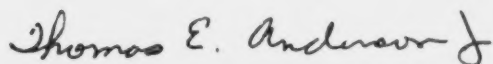
This report, required by Texas Education Code §21.556(b), presents Texas Assessment of Academic Skills (TAAS) performance results to the Governor, Lieutenant Governor, Legislature, State Board of Education, school officials, and other citizens interested in Texas public schools. Compiled in three volumes, the results are aggregated and reported for the state as a whole, for various student and district demographic groupings, for school districts, and for individual campuses.

Section I of this volume provides an executive summary that highlights TAAS performance results for each grade level tested. Section II gives an overview of the TAAS program and provides detailed information essential to a thorough understanding of these performance results. Sections III through IX present summaries of the October 1990 TAAS performance results for Grades 11, 9, 7, 5, and 3 (English and Spanish versions), as well as for the October 1990 exit level Texas Educational Assessment of Minimum Skills (TEAMS) results for Grades 11 and 12.

Volume 2 presents district-level performance results aggregated by grade level. Volume 3 will be available in the summer and will aggregate performance results by the campus at which the student was enrolled in March 1990. Volumes 2 and 3 do not include performance results for students identified for special education.

The TAAS program, which emphasizes problem-solving and higher-order thinking skills, requires students to demonstrate mastery of more than the minimum basic skills measured by TEAMS. The TAAS test results, then, provide the public with one method by which to review the performance of Texas public school students on a higher, more challenging level of academic skills in writing, reading, and mathematics. The results presented in this report raise concerns about student performance in problem-solving and higher-order thinking skills. Responsible citizens who share an interest in improving the quality of public education in Texas must continue to work together so that each student acquires the academic skills necessary to meet the increasingly difficult challenges confronting the state and the nation.

Sincerely,



Thomas E. Anderson, Jr.
Interim Commissioner of Education

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Questions concerning this report should be directed to the Division of Student Assessment, (512) 463-9536.

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Section I

Executive Summary

The Texas Assessment of Basic Skills (TABS) testing program implemented in 1980 followed by the Texas Educational Assessment of Minimum Skills (TEAMS) program in 1985 measured minimum basic competencies in writing, reading, and mathematics. In October 1990, the Texas Assessment of Academic Skills (TAAS) testing program, which emphasizes the assessment of academic skills rather than minimum skills, was administered for the first time. Like its predecessors, TABS and TEAMS, the primary purpose of the TAAS program is to provide an accurate measure of student achievement in writing, reading, and mathematics. However, TAAS broadens the scope of content eligible for testing to include more of the instructional targets delineated in the essential elements. The TAAS program focuses on the student's higher order thinking and problem-solving skills instead of on those skill areas that demand little more than rote memorization.

TAAS, like its predecessors, is a criterion-referenced test that relates test items to specific learning objectives. The TAAS objectives/instructional targets are drawn from the essential elements delineated in the *State Board of Education Rules for Curriculum*. Each subject area contains a certain number of broad objectives that are consistent from grade to grade. The instructional targets - or essential elements - that comprise each objective, however, differ from grade to grade. A portion of these instructional targets is selected for assessment annually, but the specific targets tested vary from year to year and not every instructional target is tested every year. The objectives and instructional targets for the TAAS test are outlined in the appropriate *TAAS Objectives and Measurement Specifications* for each grade and subject area tested.

The initial TAAS administration in October 1990 assessed almost 1.2 million students in Grades 11, 9, 7, 5, and 3. An exit level TEAMS test was also administered to eligible Grade 11 and 12 students in October 1990. This report contains student performance results for the October 1990 TAAS and exit level TEAMS administrations.

Beginning with the October 1990 administration, the exit level writing test required students to produce a written composition on a given topic. Eighty-one percent of the Grade 11 students achieved mastery of the exit level writing test by scoring a rating of 2 or higher on the composition, as well as answering a corresponding number of multiple-choice items correctly. Eighty-eight percent of the Grade 11 students mastered the exit level reading test, and seventy-four percent demonstrated mastery of the mathematics test. Overall, sixty-five percent of the Grade 11 students tested passed all tests taken in October 1990.

Statewide, forty-eight percent of the Grade 9 students passed all tests taken, while forty-six percent of the Grade 7 students, and fifty-two percent of Grade 5 students demonstrated mastery in October 1990. Sixty-four percent of the students taking the Grade 3 English version passed all tests taken, while thirty-eight percent of the students taking the Grade 3 Spanish version test achieved mastery of all tests taken. The table below outlines the percent of students passing all tests taken and the subject area mastery rates for each grade level.

**Texas Assessment of Academic Skills
Mastery Rates
October 1990**

	Passed All Tests Taken	Writing	Reading	Mathematics
Grade 11	65%	81%	88%	74%
Grade 9	48%	66%	76%	57%
Grade 7	46%	72%	59%	61%
Grade 5	52%	80%	68%	60%
Grade 3	64%	70%	84%	86%
Grade 3 Spanish	38%	45%	66%	73%

During the five year TEAMS program, statewide results showed that black and Hispanic students made significant gains in each subject area at each grade level, thus narrowing the disparity in performance with white students. However, comparative results on the TAAS test indicate that significant disparities in performance still exist among the three major ethnic groups in Texas. At Grade 11, forty-five percent of the black students and fifty-two percent of the Hispanic students passed all tests taken, compared with seventy-five percent of the white students. Grade 9 results also reveal significant differences in student performance among the ethnic groups. Twenty-eight percent of the black students and thirty-four percent of the Hispanic students passed all tests taken, while sixty-two percent of the white students passed all tests taken. At Grades 7 and 5, similar differences exist in student performance among the three ethnic groups. At Grade 3, black students achieved a fifty percent mastery rate and Hispanic students had a fifty-two percent mastery rate, compared with a seventy-four percent mastery rate for white students.

Comparisons of student performance between participants in certain programs and nonparticipants reveal significant differences in student performance. Students identified as economically disadvantaged by participation in a free or reduced price meal program had mastery rates twenty to thirty percentage points lower than nonparticipants. Students enrolled in a Chapter 1 Regular program generally achieved mastery rates thirty to forty percentage points lower than students not enrolled in a Chapter 1 Regular program.

Although the 'percent passing all tests' figures are low for students identified as limited English proficient (LEP) or at-risk of dropping out of school, mastery rates for the individual subject area tests are higher and varied systematically by grades. For example, at Grades 9 and 11, students in both demographic groups performed best on the reading test, while at Grades 7 and 5 performance was best on the writing test. Students from these groups taking either the Grade 3 or Grade 3 Spanish test achieved the highest mastery rates on the mathematics test.

Analysis of Student Performance across Grades - Throughout the grades, student performance was consistently high on the written composition section (Objectives 1-4) of the writing test. Grade 5 students achieved the highest mastery rate on the written composition (91%) while Grade 9 students had the lowest mastery rate (77%). Eighty-four percent of the Grade 11 students, eighty-six percent of the Grade 7 students and eighty-three percent of the Grade 3 students demonstrated mastery on the written composition by achieving a rating of 2 or higher. The Grade 3 Spanish test does not have a written composition requirement. On the multiple-choice section of the writing test, students at each grade level had least difficulty with Objective 6 which required students to recognize appropriate language usage within the context of a written passage. Performance was consistently weak across grades on Objective 7, which requires students to identify and categorize correct and incorrect examples of spelling, capitalization, and punctuation within a passage. Grade 11 students performed better on this objective than any other students with a mastery rate of sixty-two percent.

In writing, black and Hispanic student mastery rates were generally lower than the mastery rates of white students. However, an analysis of writing results by objective shows that performance results on the written composition were similar among ethnic groups. At Grade 7, eighty-two percent of the black students and eighty-three percent of the Hispanic students mastered the written composition, compared with an eighty-nine percent mastery rate for white students. In contrast, a larger disparity in performance among ethnic groups occurred on Objective 7, which tests the use of spelling, capitalization, and punctuation. For example on the written composition at Grade 7, the difference in mastery between black students and white students was seven percentage points, compared with a difference in mastery of twenty-five percentage points on Objective 7. The following chart summarizes ethnic group performance on each writing objective at Grade 7.

**Grade 7 Writing Objective Mastery
by Ethnic Groups**

	Written Composition	5	6	7
Black	82%	65%	49%	40%
Hispanic	83%	68%	67%	42%
White	89%	83%	81%	65%

At Grade 9, comparable performance differences by gender also appeared between the written composition and Objective 7. Grade 9 student performance was significantly better on the written composition than on the multiple-choice items testing correct and incorrect spelling, punctuation, and capitalization. Gender differences occurred on both objectives, but the gap was smaller on the written composition. At Grade 9, as shown in the following chart, girls achieved a mastery rate that was ten percentage points higher than boys on the written composition, and fourteen percentage points higher on Objective 7. However, both boys and girls mastered the written composition at significantly higher rates than they mastered Objective 7.

Grade 9 Writing Objective Mastery by Gender

	Written Composition	5	6	7
Male Students	72%	52%	77%	34%
Female Students	82%	64%	81%	48%

When data from the written composition are compared with data from Objective 7 (spelling, punctuation, and capitalization), it appears that while students are succeeding at basic communication on a written composition, editing skills are not yet well-developed for students across grades. The written composition represents first-draft writing, and errors such as those tested in Objective 7 are not evaluated negatively unless they occur to such a degree that the composition's meaning is impaired. Thus, the skills tested on Objective 7 are not part of the overall evaluation of the written composition.

In summary, students across grades did well on mastering the written composition, but performance was markedly poorer on Objective 7, which assesses spelling, capitalization, and punctuation skills. In addition, while some differences between genders and among ethnic groups occurred on the written composition, disparities in performance were much greater on Objective 7 for both gender and ethnic groups.

When mastery rates for written compositions are examined further, it is clear that most students mastering the written composition are doing so at lower levels of expertise, as shown in the following chart. Across grades, most students were able to produce a written composition that met minimum mastery standards, but relatively few students were able to achieve the highest rating of 4. The chart below illustrates the percent of students achieving each written composition rating.

Percent of Students Achieving Each Written Composition Rating

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Grade 11	16%	38%	41%	5%
Grade 9	22%	38%	33%	6%
Grade 7	14%	46%	33%	7%
Grade 5	9%	41%	41%	8%
Grade 3	16%	50%	28%	5%

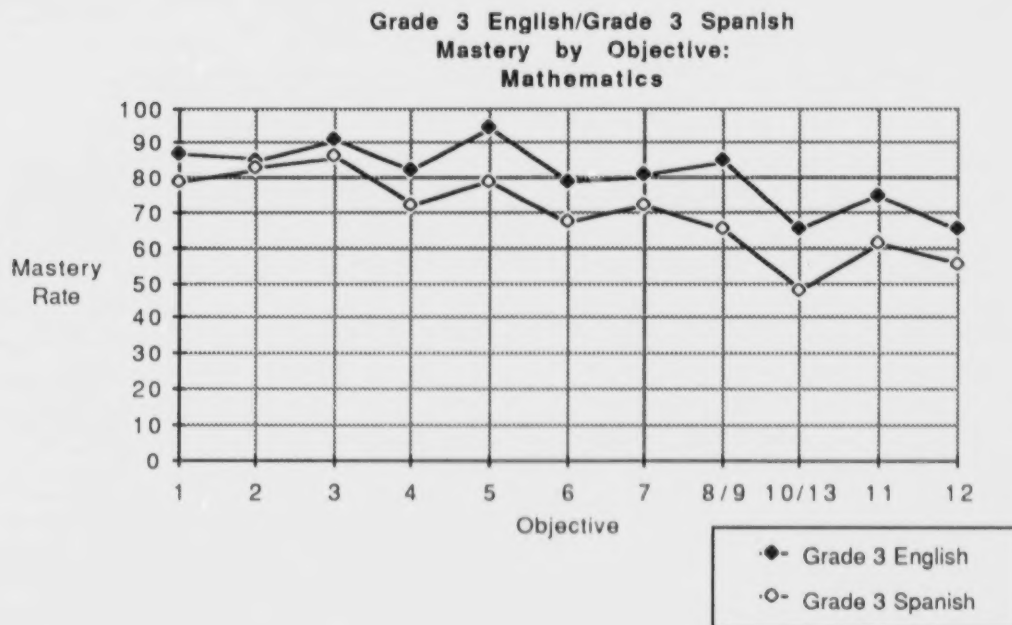
Students identified for participation in gifted and talented programs did well on Objective 7, but these students did not achieve a rating of 4 on the written composition to the degree that would have been expected. In the following chart, percent achieving Academic Recognition for students participating in a gifted and talented program (G-T) and those not participating in such a program (Non G-T) are compared across all three tests, and then compared with the same students' mastery rates on the written composition and Objectives 5, 6, 7. Taken together, these data demonstrate that while mastery of the written composition was accomplished by many, and mastery of Objective 7 was earned by only a few, even fewer students were able to earn Academic Recognition in writing, and participating in a gifted and talented program did not ensure performing at the highest level on the written composition.

	<u>Percent Achieving Academic Recognition</u>			<u>Writing Objective Mastery Rates</u>			
	Writing	Reading	Math	1-4	5	6	7
Grade 11							
G-T	17	74	55	97	96	99	91
Non G-T	4	31	15	83	71	91	60
Grade 9							
G-T	23	74	48	96	94	98	83
Non G-T	3	23	7	75	55	77	37
Grade 7							
G-T	22	64	57	97	98	96	92
Non G-T	4	15	11	85	73	69	50
Grade 5							
G-T	24	78	58	99	97	98	93
Non G-T	5	30	13	90	73	82	57
Grade 3							
G-T	17	84	74	96	93	99	87
Non G-T	4	45	30	83	70	88	53

At each grade level, larger percentages of students achieved Academic Recognition in reading than in any other subject area, although the reading area did not consistently have the highest percentage of students achieving subject area mastery. Student performance in reading was strongest on objectives testing relationships and outcomes, supporting ideas, and inferences and generalization. Students had the most difficulty across grades with Objective 3, which required students to summarize a variety of written texts.

In mathematics, students performed better on objectives in the Concepts Domain than on objectives in the Operations Domain. Across all grades, the lowest objective-level mastery rates occurred on the problem-solving portion of the mathematics test. The Problem-Solving Domain assessed the particular higher order thinking skills that have not been tested in the prior statewide testing program.

At Grade 3, performance results on the English and Spanish versions mathematics test indicate that students tended to perform similarly on mathematics objectives, regardless of the language of the test. Although the English and Spanish version tests cannot be directly compared, mastery rates were similar across the mathematics objectives, as shown in the following graph.



Remediation - Section 21.557 of the Texas Education Code mandates that remedial instruction must be offered for students failing to attain mastery in a subject area. At Grade 11, thirty-five percent of the students tested did not master one or more sections of the exit level test. These students will have three more opportunities to retake those sections to achieve mastery before the end of their senior year in order to be eligible to receive a high school diploma. In April 1991 an exit level administration was provided for students needing to retake any section of the exit level test.

Statewide, 129,166 Grade 9 students, fifty-two percent of the students tested, will need remediation in one or more subject areas. The Grade 9 TAAS test can be a useful predictor of student performance on the exit level TAAS test. Intensive remediation on the specific objectives and subject areas not mastered by these Grade 9 students should begin to prepare them for the exit level TAAS test in their junior year. The October 1990 TAAS administration identified the following numbers of students requiring remediation in one or more subject areas.

**Students Needing Remediation
October 1990**

	Number Failing One or More Tests	Percentage of Students Tested
Grade 11	61,919	35%
Grade 9	129,166	52%
Grade 7	126,882	54%
Grade 5	120,068	48%
Grade 3	89,302	36%
Grade 3 Spanish	7,270	62%

Section II

Overview

Background

Beginning with the 1990-1991 school year, the Texas Education Agency (TEA) implemented the Texas Assessment of Academic Skills (TAAS) testing program. In October 1990, TAAS tests that measured academic skills in writing, reading, and mathematics were administered to students in Grades 3, 5, 7, 9, and 11 (exit level). In addition, a Grade 3 Spanish version was administered. The Texas Educational Assessment of Minimum Skills (TEAMS) testing program continued at exit level for eligible individuals.

The TAAS testing program was developed in response to the Long-Range Plan for Texas Public School Education, adopted by the State Board of Education in January 1987. The Board decided to broaden the scope of the content eligible for testing in response to concerns that the "minimums" had become the "maximums," that the TEAMS objectives had become the curriculum, and that instruction of those essential elements not measured directly by TEAMS had suffered in an effort to raise TEAMS scores. The TAAS program measures a broader range of essential elements than TEAMS. It also better addresses the academic goals of the 1990s. Those skill areas that demand little more than rote memorization have been deemphasized, while those areas that improve a student's ability to think independently, read critically, write clearly, and solve problems logically receive increased emphasis.

The TAAS and exit level TEAMS tests are criterion referenced. A criterion-referenced test is a measurement instrument that relates test items to specific learning objectives. The criteria upon which the TAAS tests are based are the essential elements for the State of Texas. Students are assessed on objectives/instructional targets that should have been mastered in previous grades. For example, the Grade 5 TAAS test measures objectives based on essential elements through Grade 4. For Grades 3 (English only), 5, 7, 9, and exit level TAAS, students must demonstrate performance in writing by producing a written composition on a given topic. The exit level TEAMS test does not have a written composition requirement.

Texas public high school students must pass all sections of the exit level test in order to be eligible to receive a Texas high school diploma. Section 21.551 of the Texas Education Code states that a student "may retake those sections of the assessment instrument on which [he/she] has not performed satisfactorily." It is intended that students have as many as four opportunities to master the exit level test during their junior and senior years. In addition, an individual who has fulfilled all graduation requirements except mastery of

the exit level test may retake the section(s) not passed. Section 101.2(d) of the Texas Administrative Code states that no exit level student is required to take an examination measuring objectives different from those assessed at the time the student was first eligible to take the exit level test.

Development of the Assessment Instruments

The development phase of the TAAS testing program included a number of activities designed to ensure the production of high quality assessment instruments that accurately reflect what Texas students are being taught. Meetings were held with more than 1,000 educators and laypersons to identify those skills considered requisite for a Texas high school diploma. National experts were consulted to gather information on national trends in the instruction and assessment of mathematics, reading, and writing and to determine the direction of the Texas assessment program in those subject areas. Various strategies for assessment were also discussed.

The Texas essential elements were carefully analyzed in order to identify the strands of learning that cross the curriculum from the primary through the secondary levels. These strands were then translated into a broad set of test objectives that are consistent across grade levels. The objectives were adopted by the State Board of Education in November 1988.

After the objectives were adopted, specific instructional targets were formulated for each test objective. The instructional targets reflect grade-specific skill levels and thus vary from grade level to grade level. Test specifications were then developed for each subject area and for each grade level. In addition to the test objectives and instructional targets, these specifications also included an explanation of the content eligible for testing, a description of the test item format, and sample test questions. A draft of these specifications was reviewed by committees of Texas educators. Texas classroom teachers, curriculum specialists, administrators, education service center personnel, and a few university professors comprised these committees, which were formed by grade and subject area. Committee members were chosen to represent each education service center region, every type and size of school district, and the three major ethnic groups found in Texas. The committee's suggestions for revisions to the draft specifications were incorporated into the final versions of the TAAS measurement specifications. In July 1989 these documents were mailed to all school districts and education service centers.

The next stage in the development of the TAAS program was the development of more than 4,000 test items, which were written according to the test specifications and reviewed by Texas educator committees. The committees scrutinized each test item for appropriateness of content and difficulty and for cultural, ethnic, and sex bias. Based on the committee's recommendations, items were approved, revised, or rejected.

The test items that survived the committee reviews were field tested in October 1989 in 784 Texas school districts with more than 200,000 students in Grades 3, 5, 7, 9, and 11 participating. Data from the field test included:

- numbers of students by ethnicity and gender in each sample;
- percent of total students choosing the correct answer and each incorrect response;
- percent of students by sex and by major ethnic group who chose the correct answer and each incorrect response;
- point biserial correlations to determine the relationship between a correct response on a particular test item and the score obtained on the total subject area test; and
- various Rasch and Mantel-Haenszel indices to determine the relative difficulty of each test item and to identify greater-than-expected differences in performance on an item by gender and ethnicity.

Field test data were reviewed by Texas educator review committees in January and early February 1990. Representatives from 219 Texas school districts as well as from several education service centers participated in these meetings. Committee members voted to accept, accept with reservations, or to reject each of the 4,000 items. In addition, groups of minority Texas educators conducted separate minority bias reviews of each item in the exit level test. They then reported specific bias concerns to the exit level committee, and these concerns were taken into consideration by the committee prior to voting on each item.

Test blueprints were developed that reflected the relative emphasis for each objective as recommended by the educator review committees and the Agency's curriculum staff. The TAAS tests were constructed to:

- represent the range of content and difficulty of field tested items;
- include only those items determined acceptable by the educator review committees and those judged to be free of sex or ethnic bias; and
- reflect instructional emphases of the 1990s--problem-solving and complex thinking.

The TAAS writing, reading, and mathematics tests were administered for the first time in October 1990. The measurement specifications were updated in the spring of 1990 to reflect changes in the essential elements. The revised specifications were sent to districts in August 1990.

The TEAMS exit level test was developed with the same care and thoroughness as that given to the development of the TAAS tests. The Texas Education Agency held meetings across the state and conducted surveys of students, teachers, and administrators to ensure that the assessment instrument would be based on appropriate learning objectives in which students had been adequately instructed. As a result of these extensive inquiries, objectives were selected for mathematics and English language arts at the exit level. Test items were developed, examined closely by review committees of educators, and then field tested in order to obtain test item statistics. In addition, special committee meetings of Texas educators were convened and statistical analyses were conducted in order to ensure that test items were not biased against any minority group. After these analyses, subject area tests were constructed to include four items measuring each instructional objective.

Appendix A lists the TAAS test objectives for Grades 3, 3 Spanish, 5, 7, 9, and exit level, as well as the exit level TEAMS test objectives.

Test Quality

In determining the quality of the tests that comprise both the TAAS and the TEAMS testing programs, two factors must be considered: validity and reliability. Validity indicates whether the test measures what it is intended to measure. Reliability indicates how consistently the test measures its objectives. Both types of studies are conducted routinely on the TAAS and TEAMS tests.

Validity

A strong effort has been made to establish both curricular and content validity in the TAAS and TEAMS testing programs. It is important to know whether the test objectives adequately represent what students should be able to do and whether the items based upon the test objectives measure intended behaviors. The complex development process described in the paragraph "Development of the Assessment Instruments" ensures that both things happen. The strong link that exists between the testing program and the state curriculum ensures that the statewide test is aligned with the curriculum and that the test measures objectives that Texas students should master.

Reliability

Internal consistency is a type of reliability that is important to estimate for the TAAS and exit level TEAMS tests. This kind of reliability yields an indication of the extent to which the items in each content area are homogeneous. Item homogeneity refers to how consistently the test items are measuring the same content domain, such as writing, reading, or mathematics. Computation of an estimate for internal consistency reliability is accomplished using either Kuder Richardson Formula 20 or 21 (KR 20 or KR 21). These formulas relate the variances of the individual test items to the total variance of the test, thus yielding an estimate of the internal consistency of the test.

KR 20 can only be used for dichotomously scored items where individual p-values are available. A p-value for a particular item is the percent of students who answered that item correctly. KR 21 is a simpler version of KR 20 that can be easily calculated directly from the mean total score and variance of the overall test. KR 21 will yield the same reliability estimate as KR 20 only if all item difficulties are equal.

For criterion-referenced tests, such as TAAS and exit level TEAMS, the KR 20 and KR 21 internal consistency estimates will be in a range somewhat lower than that for typical norm-referenced tests. Since a larger proportion of students will score at the high end of the range on criterion-referenced tests, total raw score variance is restricted, and thus the reliability coefficient estimate is reduced.¹ However, reliability estimates for the TAAS tests are high, with internal consistency coefficients for KR 20 ranging from .77 to .93 and the KR 21 coefficients ranging from .74 to .93. Individual KR 20 and KR 21 coefficients for each subject area and grade level are provided in Appendix B.

Mastery Criteria

The State Board of Education set the academic skills mastery standards for the TAAS tests in July 1990. The academic skills mastery standard was set at 70% of the multiple-choice items correct for all grade levels with a one-year phase-in standard for the 1990-1991 school year. The 1990-1991 mastery standard represented the equivalent of 65% of the multiple-choice items correct for Grades 3, 3 Spanish, and 5, and the equivalent of 60% of the items correct for Grades 7, 9, and 11 (exit level). In addition to answering correctly a minimum number of multiple-choice items on the writing test, a student also must have achieved a score of at least 2 on the written composition for subject area mastery. An explanation of the measurement of TAAS writing skills is provided in Appendix C.

If a student masters all multiple-choice test objectives for a given subject area test, he or she has met the requirements for a higher, more challenging level of achievement, the Academic Recognition mastery standard. For the writing test, a student must have also achieved a 4 on the written composition in order to meet the requirements for Academic Recognition.

In order to master a TAAS objective, a student must have answered correctly a minimum number of multiple-choice test items. See Appendix D for objective and subject area mastery criteria.

For exit level TEAMS, students were required to answer correctly at least three of the four items measuring that objective in order to achieve objective mastery. For students who took the TEAMS exit level test for the first time in October 1988 or later, the minimum scale score required for mastery in English language arts and in mathematics is 700. A student who retakes one or both sections of the exit level test must meet the passing standard in effect when the student first attempted the exit level TEAMS test.

Student Performance Measures

There are several statistics reported in this publication that are useful in evaluating student performance.

Mastery/Nonmastery: For the individual student, subject area mastery is reported with a "YES" or a "NO." This information is aggregated on the summary reports as the mastery rate (percent of students achieving mastery). In addition, the summary report also indicates the percent of students who merited Academic Recognition.

Scale Score (TAAS): The scale score is a statistical conversion of the number of multiple-choice items correct (raw score). The Rasch item response theory model first is used to transform the number of items correct into an ability estimate for each student. A linear transformation of the Rasch ability scale is then used to derive the TAAS scale scores. For the writing test, the scale score computation also includes the score (0-4) achieved on the written composition. TAAS scale scores range from below 1000 to above 2000. In each grade and subject area, a scale score of 1500 is equivalent to approximately 70% of the items correct.

The individual's scale score provides more information about performance than mastery/nonmastery. It can be compared to the average scale score in order to draw conclusions about individual student performance. Likewise, the average scale score allows for comparisons among groups of students *within a given grade and subject area*. For a given grade and subject, equal differences in scale scores among groups of students reflect approximately equal differences in student performance.

Scale scores are not comparable across subject areas or across grade levels. For example, the scale score for Grade 3 mathematics does not represent the same information as the scale score for Grade 3 reading or for Grade 5 mathematics. However, the scale score adjusts for variations in test difficulty from year to year within a grade level. Therefore, it will be possible to compare October 1990 student results with achievement in subsequent years. Appendix E presents the TAAS raw score to scale score conversion tables for writing, reading, and mathematics at each grade level.

Scale Score (TEAMS): The TEAMS scale score has the same characteristics as the TAAS scale score. The maximum TEAMS scale score is 999, with 700 representing the equivalent of 70% of the multiple-choice items correct. An exit level TEAMS raw score to scale score conversion table for mathematics and English language arts is also provided in Appendix E.

TEAMS Equivalent Scale Score: To provide for comparisons of student performance between TAAS and TEAMS, TEAMS equivalent scale scores are provided for the TAAS average scale scores presented on the summary reports. The TEAMS equivalent scale scores represent an estimate of how the population taking the October 1990 TAAS tests would have scored based on

the 1989-1990 TEAMS tests. These estimates are derived by matching the scale score frequency distributions for the TEAMS tests, allowing for longitudinal comparisons of growth at the district and campus levels.

Test Security

Both the Texas Assessment of Academic Skills (TAAS) and the Texas Educational Assessment of Minimum Skills (TEAMS) are secure testing programs as established by Section 21.556 of the Texas Education Code. Each person with access to test materials has the responsibility to maintain and preserve the security and confidential integrity of the TAAS and TEAMS tests in order to ensure a fair and standardized test administration.

Test security involves the ability to account for all secure materials before, during, and after test administration. Each test booklet has a unique security number printed on it. Test booklets are assigned to each campus by these unique security numbers. Confidential integrity involves protecting the contents of each test booklet and answer document to ensure that testing materials are not duplicated and that there is no unauthorized viewing of the contents of test booklets and answer documents.

Because of the importance of test security, the Texas Education Agency has identified possible penalties for violation of test administration procedures or test security regulations. Penalties to the professionals involved in test security violations are outlined below:

- a permanent reprimand affixed to the face of all Texas Teacher Certificates and other education credentials;
- a one-year suspension of all Texas Teacher Certificates and other education credentials;
- a permanent cancellation of all Texas Teacher Certificates and other education credentials.

Any irregularities in test security or confidential integrity may result in the invalidation of student results.

Report Format

This report is organized by grade, so that Grades 3, 3 Spanish, 5, 7, 9, and exit level each have a separate section. Each grade-level section contains the following:

- a narrative summary of performance of all students tested;
- statewide Summary Reports;
- statewide Demographic Performance Summary Report;

-
- a summary of aggregated district performance by demographic and regional variables (the District Analysis Report).

The narrative summary of performance, provided for each grade level, analyzes performance results for all students tested. The narrative summary highlights information found in the grade-level specific statewide Summary Reports, the Demographic Performance Summary Report, and the District Analysis Report.

The statewide TAAS summary data are grouped into reports for all students, special education students, and nonspecial education students. The TAAS Summary Report is divided into two sections: test performance and group characteristics. The test performance section reports objective-level mastery, average scale score, TEAMS equivalent score, as well as the number and percent of students demonstrating mastery and achieving Academic Recognition in each subject area. For the writing test, the Summary Report includes the number and percent of students attaining each written composition rating. The group characteristics section presents the number of answer documents submitted, the number of students tested, and the number of students exempt or absent from testing. In addition, under the group performance heading, the group characteristics section displays performance results by various demographic and program participation categories. A number of the demographic and program participation categories, denoted with an asterisk (*) on the Summary Report, reflect the student's status as of March 16, 1990, rather than the testing date. For each category, the number of students tested, the percent of students passing all tests taken, and the percent of students attaining Academic Recognition in all three subject areas are reported.

For Grades 9 and 11, a statewide Written Composition Analytic Information Summary Report is provided. In October 1990 Grade 9 and 11 written compositions receiving ratings of 0 or 1 were scored analytically to provide specific reasons for nonmastery of the composition. The analytic information summary specifies the number of papers characterized by each of the analytic notations.

The Summary Reports are followed by the statewide Demographic Performance Summary Report, which provides detailed results for each demographic and program participation category. The Demographic Performance Summary is presented in a two-page format divided into two sections: writing/reading and mathematics. The number of students tested, the percent mastering each objective, average scale score, the percent mastering the subject area, and the percent achieving Academic Recognition are reported by subject area for each demographic and program participation category.

The District Analysis Report provides TAAS results aggregated by various demographic groupings of school districts. Districts are grouped into a number of demographic categories, such as size, district type, property wealth

per pupil, tax effort, and ADA groupings. The District Analysis Reports also includes results aggregated by the twenty education service center (ESC) regions. The District Analysis Report provides the following performance results for all students tested: the number of students tested, the percent passing all tests taken, percent mastery by subject area, scale scores by subject area, and the number of students needing remediation in one or more subject areas. Appendix G provides an explanation of the demographic categories found in the District Analysis Report.

Performance results for Grade 11 and 12 students who took the exit level TEAMS test in October 1990 are summarized in Section IV, "TEAMS Exit Level Results." TEAMS out-of-school examinee results are also analyzed briefly. Grade 11 and 12 TEAMS Summary Reports are included in this section and are grouped as follows: all students; first-time tested students; retested students; special education students; and nonspecial education students.

Section III

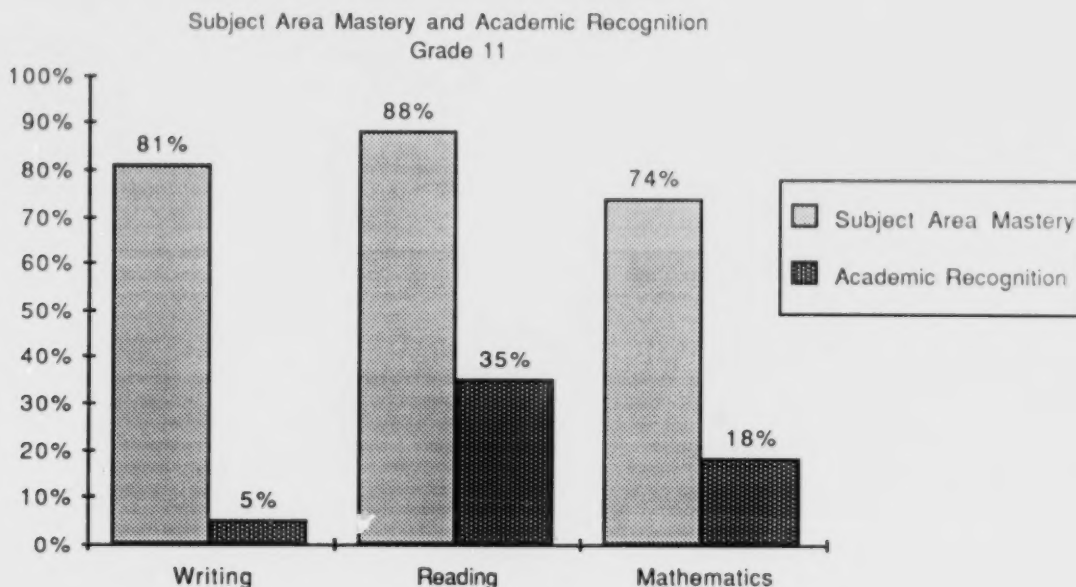
TAAS Exit Level Results

The Texas Assessment of Academic Skills (TAAS) exit level test was administered to 174,871 Grade 11 students in October 1990. Sixty-five percent of the students tested passed all tests taken, and two percent of the students tested achieved Academic Recognition in the writing, reading, and mathematics subject areas. The table below presents the number of Grade 11 students tested statewide, the number and percent of students mastering the test, and the average scale score in each subject area.

TAAS
Student Performance by Subject Area
Grade 11

	Total Tested	Mastered the Test	Average Scale Score
Writing	171,995	138,724 (81%)	1612
Reading	172,510	151,013 (88%)	1609
Mathematics	172,314	128,290 (74%)	1554

The following chart illustrates the percent of students mastering each subject area, as well as the percent of students achieving Academic Recognition for each subject area.



Subject Area Performance

Writing - Beginning with the October 1990 administration, the TAAS exit level writing test consisted of a written composition, as well as multiple-choice writing items. Students were required to write a persuasive written composition on a practical writing task by formulating a position on a given issue and presenting convincing reasons that would support the issue to a formal audience. Eighty-four percent of the students wrote a successful written composition by achieving a rating of 2 or higher. Forty-one percent of the Grade 11 students achieved a 3 on the composition, while only five percent earned the highest score of 4.

The exit level Written Composition Analytic Information Summary Report shown in Figure 4 provides detailed scoring information for failing papers receiving ratings of 0 or 1. More than ninety-eight percent of the compositions receiving a score of 1 were annotated as "lacked support and/or elaboration." Most of the exit level compositions received a rating of 0 because the students did not attempt to write.

In the multiple-choice section of the writing test, students achieved the highest mastery rate (92%) on Objective 6, which requires students to recognize appropriate English usage within the context of a written passage. The lowest performing objective, Objective 7, required students to recognize the appropriate spelling, capitalization, and punctuation within the context of a written passage (62% mastery). Student remediation on this objective could include practice in editing, with emphasis on locating, correcting, and categorizing errors. The table below lists the mastery rates from highest to lowest for the three multiple-choice writing objectives.

Writing Objective Mastery

Objective

6. English Usage	92%
5. Sentence Construction	73%
7. Use of Spelling, Capitalization, and Punctuation	62%

Eighty-one percent of the Grade 11 students mastered the overall writing test. Five percent of the students achieved Academic Recognition in writing by mastering each of the three multiple-choice objectives and scoring a 4 on the written composition.

Reading - Eighty-eight percent of the Grade 11 students tested demonstrated mastery in reading, and thirty-five percent of the students tested achieved Academic Recognition by mastering each of the reading objectives.

Grade 11 students performed well on the exit level reading test achieving mastery rates greater than eighty percent on three of the six objectives. The highest-performing objective (85% mastery) required students to perceive relationships and recognize outcomes in a variety of written texts. Across

two objectives with lower mastery rates, Word Meaning (74% mastery) and Summarization (65% mastery), students had difficulty choosing an answer that corresponded with both relevant details and an overall summation of the passage, a skill that may be improved with careful reading. In the lowest-performing objective, Objective 6, students had difficulty distinguishing fact from nonfact and, again, in linking facts and opinions directly with the passage. The table below lists the reading objective mastery rates from highest to lowest.

Reading Objective Mastery	
Objective	
4. Relationships and Outcomes	85%
2. Supporting Ideas	83%
5. Inferences and Generalizations	81%
1. Word Meaning	74%
3. Summarization	65%
6. Point of View, Propaganda, and Fact and Nonfact	54%

Mathematics - Seventy-four percent of the Grade 11 students tested demonstrated mastery in mathematics, and eighteen percent of the students achieved Academic Recognition by mastering all thirteen mathematics objectives.

The mathematics subject area test assessed three broad domains: Concepts, Operations, and Problem-Solving. In the Concepts Domain, Grade 11 students achieved the highest mastery rate on Objective 5, which required students to demonstrate an understanding of probability and statistics (72% mastery). Only fifty-seven percent of the students mastered Objective 4 which required students to demonstrate an understanding of measurement concepts using metric and customary units. In Operations, students had the most difficulty with the computational skill of division (61% mastery).

Grade 11 students achieved relatively similar mastery rates in the Problem-Solving Domain on the mathematics objectives measuring higher order thinking and problem-solving skills as compared with the objectives in the Concepts and Operations Domains. Students achieved the highest mastery rates on Objective 10 which required students to estimate solutions to a problem situation (67% mastery).

Problems with more than one step to a solution posed great difficulties for students, suggesting difficulty with complex strategies. Within these problems students had specific weaknesses in identifying and correctly using available information (e.g. charts or formulas) necessary for finding correct solutions. Problem-solving using solution strategies, the lowest performing mathematics objective (54% mastery), required students to determine solution strategies and analyze or solve various problems. The table below lists the mathematics objective-level mastery rates from highest to lowest within each domain.

Mathematics Objective Mastery

Objective	Concepts Domain	
5. Probability and Statistics		72%
2. Algebraic/Mathematical Relations and Functions		69%
1. Number Concepts		67%
3. Geometric Properties and Relationships		65%
4. Measurement Concepts		57%
	Operations Domain	
6. Use of Addition to Solve Problems		81%
7. Use of Subtraction to Solve Problems		75%
8. Use of Multiplication to Solve Problems		68%
9. Use of Division to Solve Problems		61%
	Problem-Solving Domain	
10. Problem Solving using Estimation		67%
13. Evaluation of the Reasonableness of a Solution		64%
12. Problem Solving using Mathematical Representation		57%
11. Problem Solving using Solution Strategies		54%

Demographic Performance

Students - The statewide Demographic Performance Summary shown in Figure 5 presents objective-level and subject area mastery rates for each demographic category in the writing, reading, and mathematics subject areas.

Comparisons of results between genders show little difference in the percent of male and female students passing all tests taken. By subject area, females outperformed males by five percentage points in writing, while there was little difference in mastery rates on the reading test. In mathematics, males outperformed females in each of the thirteen objectives, and scored three percentage points higher on the overall test.

Results aggregated by ethnic groups indicate that black and Hispanic students generally achieved lower mastery rates in each subject area as compared with white students. Across all ethnic groups students performed best in reading and had the most difficulty with mathematics. The greatest difference in mastery between ethnic groups occurred on the mathematics section of the exit level test. Fifty-six percent of the black students and sixty-four percent of the Hispanic students achieved mastery on the mathematics test, compared with eighty-four percent of the white students. Statewide performance results for Grade 11 students, aggregated by ethnicity, are presented in the following chart.

**Mastery Rates by Ethnic Group
October 1990**

	<u>Number Tested</u>	<u>Mastery Rate</u>	<u>Average Scale Score</u>
Black			
Writing	21,588	72%	1551
Reading	21,648	80%	1528
Mathematics	21,619	56%	1448
Hispanic			
Writing	48,739	73%	1559
Reading	48,920	79%	1532
Mathematics	48,844	64%	1489
White			
Writing	95,502	87%	1652
Reading	95,743	94%	1665
Mathematics	95,668	84%	1607

Grade 11 students identified as at-risk of dropping out had a thirty-seven percent mastery rate, compared to a seventy-three percent mastery rate for students not identified as at-risk. Students identified as at-risk had the greatest difficulty with the mathematics portion of the test (50% mastery), and achieved their highest mastery rates on the reading test (72% mastery).

Eighteen percent of the 5,724 Grade 11 students identified as being limited English proficient (LEP) passed all tests taken compared with a sixty-six percent mastery rate among students not identified as limited English proficient. Students identified as limited English proficient achieved their highest mastery rates on the reading portion of the test (43% mastery). These students had greater difficulty with the mathematics (40% mastery) and writing (38% mastery) sections of the test.

The following tables aggregate assessment results by participation in a free or reduced price meal program (economically disadvantaged) and/or the Chapter 1 Regular program.

Economically Disadvantaged			
	<u>Number Tested</u>	<u>Mastery Rate</u>	<u>Average Scale Score</u>
Participants			
Writing	32,146	70%	1544
Reading	32,277	75%	1507
Mathematics	32,262	60%	1470
Nonparticipants			
Writing	137,628	83%	1629
Reading	138,005	91%	1633
Mathematics	137,824	78%	1575

Chapter 1 Regular Program

	<u>Number Tested</u>	<u>Mastery Rate</u>	<u>Average Scale Score</u>
Participants			
Writing	3,232	62%	1496
Reading	3,237	62%	1445
Mathematics	3,237	45%	1403
Nonparticipants			
Writing	166,543	81%	1615
Reading	167,038	88%	1613
Mathematics	166,850	75%	1558

District - The Grade 11 District Analysis Report displays student performance results categorized by various district demographic groupings. Results aggregated by district type show that major suburban (70% mastery) and rural (69% mastery) districts posted the highest percent of students passing all tests taken.

Results aggregated by district wealth in equal refined average daily attendance groups show a twenty-two percentage point difference between the lowest and highest wealth groupings.

Education service center (ESC) results show that Region I (Edinburg) had the lowest percent of students passing all tests taken (55%), while Region 13 (Austin) had the highest mastery rate (72%).

Remediation - Section 21.553 of the Texas Education Code states that an individual must demonstrate mastery of the exit level examination in order to be eligible to receive a high school diploma. The October 1990 exit level test identified 61,919 juniors, or thirty-five percent of the students tested, needing remediation in one or more subject areas.

Section 21.557 of the Texas Education Code requires districts to provide remedial instruction for students failing any section of the TAAS test. These Grade 11 students will have three more opportunities to master the exit level TAAS test before the end of their senior year in order to be eligible to receive a Texas high school diploma.

**Grade 11 Students Requiring Remediation
October 1990**

Failed One Test Only	35,430	20%
Failed Two Tests Only	16,105	9%
Failed All Three Tests	<u>10,384</u>	<u>6%</u>
Total	61,919	35%



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 11-EXIT LEVEL

ALL STUDENTS

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

23

TEST PERFORMANCE				GROUP CHARACTERISTICS		
		MASTERING NUMBER	PERCENT		NUMBER	PERCENT
WRITING				Total Answer Documents Submitted		
WRITTEN COMMUNICATION				Students Absent From All Tests		
1-4 WRITTEN COMPOSITION - PERSUASIVE				Students Exempt From All Tests: AND		
RATING:	0	1	2	Other Students Not Tested		
NUMBER:	548	26796	65369	Number Of Students Tested		
PERCENT:	0	16	38		174871	92
NUMBER USING WRONG PURPOSE/MODE: 3636				GROUP PERFORMANCE		
NUMBER WRITING OFF TOPIC: 122				- = no data reported for fewer than five students		
5. SENTENCE CONSTRUCTION				* = status as of March 16, 1990		
6. ENGLISH USAGE					NUMBER TESTED	PERCENT PASSING ALL TESTS TAKEN
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION						PERCENT ACHIEVING ACADEMIC RECOGNITION
NUMBER TESTED IN WRITING: 171995				All Students	174871	65
AVERAGE SCALE SCORE: 1612				Male	86039	64
TEAMS EQUIVALENT: 780				Female	88636	65
TOTAL WRITING: MASTERY LEVEL				American Indian or Alaskan Native	340	64
ACADEMIC RECOGNITION				Asian or Pacific Islander	4556	74
		138724	81	Black	21953	45
		8000	5	Hispanic	49580	52
				White	97050	75
				Economically Disadvantaged: Yes	32737	47
				No	139841	69
				*Chapter 1 Regular Program: Yes	3289	31
				No	169285	65
				*Migrant Status: Former	1407	46
				Current	2046	41
				Nonmigrant	166674	65
				*Chapter 1 Migrant: Remedial Writing	180	32
				Remedial Reading	532	28
				Remedial Mathematics	236	33
				Eligible Nonparticipants	2021	49
				*Limited English Proficient: Yes	5724	18
				No	166507	66
				*Bilingual/ESL Program: Bilingual	122	25
				ESL	4434	16
				Neither	167705	66
				*Special Education: Learning Disability	3227	17
				Emotionally Disturbed	563	28
				Speech Handicapped	234	36
				Visually Handicapped	71	51
				Other Handicap Condition	620	44
				Not in Special Education	167473	66
				*Gifted-Talented Program: Yes	13862	95
				No	157282	62
				*At-Risk: Yes	37221	37
				No	127982	73
				*Continuous Enrollment: One Year	15578	59
				Two Years	15095	62
				Three Years	13932	65
				Four Years	8528	67
				Five Years	6652	69
				More Than Five Years	103485	66
				*Graduation Plan: Advanced H.S. Honors Program	21862	95
				Advanced H.S. Program	38739	82
				H.S. Program (Regular)	108028	53
				*Vocational Ed. Program: Currently Enrolled	50876	54
				Previous Credit	40778	58
				Never Received Credit	89063	72

FIGURE 1



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 11-EXIT LEVEL

SPECIAL EDUCATION STUDENTS

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

TEST PERFORMANCE					GROUP CHARACTERISTICS		
					NUMBER	PERCENT	
WRITING							
WRITTEN COMMUNICATION							
1-4. WRITTEN COMPOSITION - PERSUASIVE					2269	55	
RATING:	0	1	2	3			
NUMBER:	55	1837	1568	649			
PERCENT:	1	44	38	16			
NUMBER USING WRONG PURPOSE/MODE: 300							
NUMBER WRITING OFF TOPIC: 8							
5. SENTENCE CONSTRUCTION					1406	34	
6. ENGLISH USAGE					3007	72	
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION					1086	26	
NUMBER TESTED IN WRITING: 4161							
AVERAGE SCALE SCORE: 1438							
TEAMS EQUIVALENT: 705							
TOTAL WRITING: MASTERY LEVEL					1803	43	
ACADEMIC RECOGNITION					34	1	
READING							
READING COMPREHENSION							
1. WORD MEANING					1957	46	
2. SUPPORTING IDEAS					2543	60	
3. SUMMARIZATION					1521	36	
4. RELATIONSHIPS AND OUTCOMES					2343	55	
5. INFERENCES AND GENERALIZATIONS					2033	48	
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT					1072	25	
NUMBER TESTED IN READING: 4225							
AVERAGE SCALE SCORE: 1425							
TEAMS EQUIVALENT: 721							
TOTAL READING: MASTERY LEVEL					2335	55	
ACADEMIC RECOGNITION					470	11	
MATHEMATICS							
CONCEPTS							
1. NUMBER CONCEPTS					1404	33	
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS					1339	32	
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS					1416	33	
4. MEASUREMENT CONCEPTS					1235	29	
5. PROBABILITY AND STATISTICS					2092	49	
OPERATIONS							
6. USE OF ADDITION TO SOLVE PROBLEMS					2123	50	
7. USE OF SUBTRACTION TO SOLVE PROBLEMS					1800	43	
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS					1571	37	
9. USE OF DIVISION TO SOLVE PROBLEMS					1240	29	
PROBLEM SOLVING							
10. PROBLEM SOLVING USING ESTIMATION					1457	34	
11. PROBLEM SOLVING USING SOLUTION STRATEGIES					980	23	
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION					957	23	
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION					1514	36	
NUMBER TESTED IN MATHEMATICS: 4231							
AVERAGE SCALE SCORE: 1348							
TEAMS EQUIVALENT: 674							
TOTAL MATHEMATICS: MASTERY LEVEL					1419	34	
ACADEMIC RECOGNITION					152	4	
GROUP PERFORMANCE							
- = no data reported for fewer than five students							
* = status as of March 16, 1990							
Total Answer Documents Submitted					12567	100	
Students Absent From All Tests					358	3	
Students Exempt From All Tests: ARD					7388	59	
Other Students Not Tested					283	2	
Number Of Students Tested					4538	36	
All Students					4538	23	0
Male					2975	22	0
Female					1557	27	0
American Indian or Alaskan Native					12	25	0
Asian or Pacific Islander					49	41	2
Black					657	17	0
Hispanic					1269	16	0
White					2529	29	0
Economically Disadvantaged: Yes					1159	16	0
No					3354	26	0
*Chapter 1 Regular Program: Yes					127	17	0
No					4358	24	0
*Migrant Status: Former					29	3	0
Current					41	12	0
Nonmigrant					4304	24	0
*Chapter 1 Migrant: Remedial Writing					6	0	0
Remedial Reading					20	10	0
Remedial Mathematics					11	0	0
Eligible Nonparticipants					33	9	0
*Limited English Proficient: Yes					184	7	0
No					4292	24	0
*Bilingual/ESL Program: Bilingual					7	0	0
ESL					137	7	0
Neither					4326	24	0
*Special Education: Learning Disability					3227	17	0
Emotionally Disturbed					563	28	0
Speech Handicapped					234	36	0
Visually Handicapped					71	51	3
Other Handicap Condition					620	44	0
Not In Special Education					0	-	-
*Gifted-Talented Program: Yes					50	84	12
No					4428	23	0
*At-Risk: Yes					1760	15	0
No					2468	29	0
*Continuous Enrollment: One Year					339	25	0
Two Years					361	19	0
Three Years					412	25	0
Four Years					213	27	0
Five Years					168	24	0
More Than Five Years					2654	23	0
*Graduation Plan: Advanced H.S. Honors Program					83	75	5
Advanced H.S. Program					290	58	2
H.S. Program (Regular)					3927	20	0
*Vocational Ed. Program: Currently Enrolled					1980	18	0
Previous Credit					1328	17	0
Never Received Credit					1690	30	1

FIGURE 2



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 11-EXIT LEVEL

NON SPECIAL EDUCATION STUDENTS

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

TEST PERFORMANCE				GROUP CHARACTERISTICS			
						NUMBER	PERCENT
						NUMBER	PERCENT
WRITING							
WRITTEN COMMUNICATION							
1-4 WRITTEN COMPOSITION - PERSUASIVE							
RATING:	0	1	2				
NUMBER:	477	24409	62810				
PERCENT:	0	15	38				
NUMBER USING WRONG PURPOSE/MODE: 3253							
NUMBER WRITING OFF TOPIC: 112							
5. SENTENCE CONSTRUCTION							
6. ENGLISH USAGE							
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION							
NUMBER TESTED IN WRITING: 165059							
AVERAGE SCALE SCORE: 1617							
TEAMS EQUIVALENT: 782							
TOTAL WRITING: MASTERY LEVEL							
ACADEMIC RECOGNITION							
READING							
READING COMPREHENSION							
1. WORD MEANING							
2. SUPPORTING IDEAS							
3. SUMMARIZATION							
4. RELATIONSHIPS AND OUTCOMES							
5. INFERENCES AND GENERALIZATIONS							
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONEFACT							
NUMBER TESTED IN READING: 165497							
AVERAGE SCALE SCORE: 1614							
TEAMS EQUIVALENT: 796							
TOTAL READING: MASTERY LEVEL							
ACADEMIC RECOGNITION							
MATHEMATICS							
CONCEPTS							
1. NUMBER CONCEPTS							
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS							
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS							
4. MEASUREMENT CONCEPTS							
5. PROBABILITY AND STATISTICS							
OPERATIONS							
6. USE OF ADDITION TO SOLVE PROBLEMS							
7. USE OF SUBTRACTION TO SOLVE PROBLEMS							
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS							
9. USE OF DIVISION TO SOLVE PROBLEMS							
PROBLEM SOLVING							
10. PROBLEM SOLVING USING ESTIMATION							
11. PROBLEM SOLVING USING SOLUTION STRATEGIES							
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION							
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION							
NUMBER TESTED IN MATHEMATICS: 165305							
AVERAGE SCALE SCORE: 1560							
TEAMS EQUIVALENT: 785							
TOTAL MATHEMATICS: MASTERY LEVEL							
ACADEMIC RECOGNITION							
GROUP PERFORMANCE							
- = no data reported for fewer than five students							
* = status as of March 16, 1990							
Total Answer Documents Submitted							
Students Absent From All Tests							
Students Exempt From All Tests: ARD							
Other Students Not Tested							
Number Of Students Tested							
All Students							
Male							
Female							
American Indian or Alaskan Native							
Asian or Pacific Islander							
Black							
Hispanic							
White							
Economically Disadvantaged: Yes							
No							
*Chapter 1 Regular Program: Yes							
No							
*Migrant Status: Former							
Current							
Nonmigrant							
*Chapter 1 Migrant: Remedial Writing							
Remedial Reading							
Remedial Mathematics							
Eligible Nonparticipants							
*Limited English Proficient: Yes							
No							
*Bilingual/ESL Program: Bilingual							
ESL							
Neither							
*Special Education: Learning Disability							
Emotionally Disturbed							
Speech Handicapped							
Visually Handicapped							
Other Handicap Condition							
Not In Special Education							
*Gifted-Talented Program: Yes							
No							
*At-Risk: Yes							
No							
*Continuous Enrollment: One Year							
Two Years							
Three Years							
Four Years							
Five Years							
More Than Five Years							
*Graduation Plan: Advanced H.S. Honors Program							
Advanced H.S. Program							
H.S. Program (Regular)							
*Vocational Ed. Program: Currently Enrolled							
Previous Credit							
Never Received Credit							

FIGURE 3



TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION

SUMMARY REPORT

GRADE: 11-EXIT LEVEL

DISTRICT: STATEWIDE

CAMPUS:

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3 OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Used wrong purpose/mode	78	3558
Lacked organization/structure	86	3308
Lacked support/elaboration.	104	26506
Lacked language control	105	1858
Wrote off topic	122	
No writing attempted	348	
Wrote in a foreign language	14	
Paper was illegible/incoherent	5	
Did not write enough to score	24	
Copied the prompt	11	
Explicitly refused to write	24	

WRITTEN COMPOSITION RATING SUMMARY						
RATING:	0	1	2	3	4	TOTAL
NUMBER:	548	26796	65369	69878	9404	171995
PERCENT:	0	16	38	41	5	

FIGURE 4



TEXAS ASSESSMENT OF ACADEMIC SKILLS DEMOGRAPHIC PERFORMANCE SUMMARY

02/14/91

PAGE 1 OF 2

REPORT DATE: DECEMBER 1990			WRITING										READING											
DATE OF TESTING: OCTOBER 1990			WRITTEN COMMUNICATION										READING COMPREHENSION											
GRADE 11-EXIT LEVEL																								
STATEWIDE																								
													</											

FIGURE 5



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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY

PAGE 2 OF 2

REPORT DATE DECEMBER 1990			WRITING										READING												
DATE OF TESTING OCTOBER 1990			WRITTEN COMMUNICATION										READING COMPREHENSION												
GRADE 11-EXIT LEVEL			1 2 3 4 5 6 7									1 2 3 4 5 6													
STATEWIDE			WRITTEN COMPOSITION SENTENCE CONSTRUCTION ENGLISH USAGE USE OF SPELLING, CAPITALIZATION AND PUNCTUATION				AVERAGE SCALE SCORE PERCENT MASTERING WRITING TEST PERCENT ACHIEVING ACADEMIC RECOGNITION 11 ON COMPOSITION + ALL OBJECTIVES MASTERED					WORD MEANING SUPPORTING IDEAS SUMMARIZATION RELATIONSHIPS AND OUTCOMES INFERENCES AND GENERALIZATIONS POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT						AVERAGE SCALE SCORE PERCENT MASTERING READING TEST PERCENT ACHIEVING ACADEMIC RECOGNITION							
			PERCENT OF STUDENTS DEMONSTRATING MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS										PERCENT OF STUDENTS DEMONSTRATING MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS												
* = STATUS AS OF MARCH 16, 1990			PERCENT PASSING ALL TESTS TAKEN	NUMBER OF STUDENTS TESTED											NUMBER OF STUDENTS TESTED										
*SPECIAL EDUCATION: LEARNING DISABILITY			17	2923	50	25	67	19	1409	37	1	2965	41	56	31	49	41	20	1389	48	7				
EMOTIONALLY DISTURBED			28	535	41	45	84	19	1409	37	1	2965	41	56	31	49	41	20	1389	48	7				
SPEECH HANDICAPPED			36	220	52	69	34	53	1577	69	4	220	52	66	47	66	58	34	1487	66	18				
VISUALLY HANDICAPPED			51	60	56	89	53	53	1577	69	4	70	69	71	54	80	76	47	1541	83	24				
OTHER HANDICAP CONDITION			44	587	60	81	46	46	1577	69	4	594	60	70	48	71	62	71	1502	71	19				
NOT IN SPECIAL EDUCATION			66	16509	74	93	63	63	16509	74	93	16509	75	84	66	85	82	54	1614	88	35				
NO INFORMATION PROVIDED			56	2775	80	89	58	58	1593	79	5	2788	69	79	60	80	75	48	1574	83	31				
*GIFTED-TALENTED PROGRAM: YES			95	13747	97	96	99	91	1795	96	17	13764	94	97	90	99	98	86	1819	99	74				
NO			63	154615	83	71	91	60	1507	79	3	155113	72	82	63	83	79	51	1591	87	31				
NO INFO. PROV.			55	3633	77	68	89	58	1573	73	3	3633	70	81	61	80	76	51	1581	83	32				
*AT-RISK: YES			37	36278	73	52	83	41	1510	65	1	36449	56	72	47	69	62	32	1487	72	14				
NO			73	126218	87	79	95	68	1641	85	6	126528	79	86	70	89	86	60	1645	92	41				
NO INFORMATION PROVIDED			62	9499	83	71	90	60	1613	79	7	9533	71	82	62	82	78	51	1591	85	32				
*CONTINUOUS ENROLLMENT: ONE YEAR			59	15196	79	69	90	57	1582	75	4	15276	72	80	61	82	78	49	1586	85	30				
TWO YEARS			62	14832	82	71	90	59	1599	78	5	14877	72	81	63	82	79	51	1594	87	30				
THREE YEARS			63	13691	84	72	91	61	1616	80	6	13738	74	83	65	84	81	53	1609	87	30				
FOUR YEARS			67	8395	85	74	92	63	1623	82	7	8408	75	83	66	86	82	53	1615	88	30				
FIVE YEARS			69	6547	87	72	93	62	1624	83	7	6577	77	84	66	87	83	53	1628	90	30				
MORE THAN FIVE YEARS			66	10285	86	72	93	64	1621	82	7	10292	75	84	66	86	82	53	1628	89	30				
NO INFO. PROV.			57	11249	78	69	89	57	1575	74	4	11342	69	80	60	81	76	48	1575	83	29				
*GRADUATION PLAN: ADVANCED HS HONORS PROGRAM			82	21733	97	96	99	90	1779	96	15	21760	94	96	89	99	98	84	1799	99	72				
ADVANCED HS PROGRAM			58	8805	89	85	97	73	1252	91	3	8855	87	90	74	94	92	64	1254	97	43				
HS PROGRAM (REGULAR)			53	105793	79	69	89	57	1252	79	3	106126	67	78	57	74	74	44	1254	84	37				
NO INFORMATION PROVIDED			55	6052	81	67	88	57	1583	76	4	6089	66	78	59	78	73	46	1583	81	27				
*VOCATIONAL ED. PROGRAM: CURRENTLY ENROLLED			54	49909	80	64	80	53	1569	75	3	50037	67	78	56	79	74	44	50037	82	24				
PREVIOUS CREDIT			58	40047	85	77	90	57	1569	75	3	40177	69	79	58	76	76	46	40177	84	27				
NO INFO AVAIL/PROV			63	14720	80	63	81	62	1214	80	3	14856	71	81	64	79	79	46	14856	84	27				
NEVER RCVD CREDIT			72	87835	87	79	94	68	1641	84	6	88045	79	87	71	86	86	41	1649	91	42				



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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY

PAGE 1 OF 2

02/14/91		MATHEMATICS																						
REPORT DATE	DECEMBER 1990	CONCEPTS					OPERATIONS				PROBLEM SOLVING													
DATE OF TESTING	OCTOBER 1990	1	2	3	4	5	6	7	8	9	10	11	12	13										
GRADE	11-EXIT LEVEL																							
STATEWIDE		NUMBER CONCEPTS	ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION	AVERAGE SCALE SCORE	PERCENT MASTERING MATHEMATICS TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION (ALL OBJECTIVES MASTERED)							
* = STATUS AS OF MARCH 16, 1990		NUMBER OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS																					
ALL STUDENTS TESTED		172314	67	69	65	57	72	81	75	68	61	67	54	57	64	1554	74	18						
MALE		84753	67	69	67	59	74	81	76	69	64	68	56	59	67	1565	76	19						
FEMALE		87567	69	69	65	56	71	80	74	68	62	67	53	55	61	1544	72	17						
NO INFORMATION PROVIDED		194	54	55	49	43	70	68	64	57	62	53	42	42	61	1470	59	12						
AMERICAN INDIAN OR ALASKAN NATIVE		331	69	70	63	61	72	80	79	66	61	68	54	57	63	1557	76	16						
ASIAN OR PACIFIC ISLANDER		4511	84	87	82	76	79	89	86	82	78	89	84	79	83	1576	88	27						
BLACK		21619	54	56	47	40	59	69	64	62	54	62	49	49	56	1448	56	10						
HISPANIC		48844	59	60	57	48	69	75	70	64	57	64	50	46	57	1489	64	14						
WHITE		95668	73	76	74	69	79	86	81	74	70	74	66	66	79	1607	84	24						
NO INFORMATION PROVIDED		1341	58	58	54	48	65	73	66	59	51	58	50	46	59	1488	62	14						
ECONOMICALLY DISADVANTAGED: YES		32262	56	55	49	44	62	73	65	60	48	56	48	42	51	1470	60	19						
NO		137824	69	70	67	59	75	81	76	69	64	67	54	58	61	1575	78	21						
NO INFO. PROV.		2228	60	60	54	49	65	75	68	60	56	58	48	48	57	1499	64	15						
*CHAPTER 1 REGULAR PROGRAM: YES		3237	47	40	36	33	55	67	55	52	49	68	58	52	42	1403	45	1						
NO		166850	67	69	66	58	75	81	76	69	64	68	59	48	57	1556	75	21						
NO INFO. PROV.		2227	60	60	56	49	66	75	69	61	56	59	48	48	57	1499	64	15						
*MIGRANT STATUS: FORMER		1391	59	52	46	43	60	74	66	62	49	55	44	41	49	1463	59	8						
CURRENT		2028	53	58	50	46	60	74	66	62	49	55	44	41	49	1463	59	8						
NONMIGRANT		164248	67	69	66	58	75	81	76	69	64	68	59	48	57	1556	75	21						
NO INFORMATION PROVIDED		4647	63	66	60	50	69	77	71	64	59	64	53	48	61	1531	70	17						
*CHAPTER 1 MIGRANT: REMEDIAL WRITING		177	47	41	37	30	52	64	57	53	47	65	53	42	44	1391	42	5						
REMEDIAL READING		526	49	46	37	32	55	67	60	57	47	65	53	42	44	1446	44	4						
REMEDIAL MATHEMATICS		230	49	46	37	32	55	67	60	57	47	65	53	42	44	1446	44	4						
ELIGIBLE NONPARTICIPANTS		806	59	59	50	42	68	76	68	60	57	61	51	51	58	1520	67	15						
NO INFORMATION PROVIDED		5433	61	64	59	52	68	76	68	60	57	61	51	51	58	1520	67	15						
*LIMITED ENGLISH PROFICIENT: YES		5636	42	40	33	33	51	58	51	51	48	43	43	43	43	1385	40	3						
NO		164112	69	70	67	59	75	81	76	69	64	68	59	48	57	1556	75	21						
NO INFO. PROV.		2566	61	61	59	50	69	77	71	64	59	64	53	48	61	1531	70	17						
*BILINGUAL/ESL PROGRAM: BILINGUAL		121	45	51	33	33	49	58	51	51	48	43	43	43	43	1416	48	6						
ESL		4374	42	41	33	33	51	58	51	51	48	43	43	43	43	1416	48	6						
NEITHER		165288	67	69	66	58	75	81	76	69	64	68	59	48	57	1556	75	21						
NO INFORMATION PROV.		2531	60	61	59	50	69	77	71	64	59	64	53	48	61	1531	70	17						



02/14/91

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY

PAGE 2 OF 2

REPORT DATE: DECEMBER 1990 DATE OF TESTING: OCTOBER 1990 GRADE 11-EXIT LEVEL STATEWIDE		MATHEMATICS															AVERAGE SCALE SCORE	PERCENT MASTERING MATHEMATICS TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION (ALL OBJECTIVES MASTERED)
		CONCEPTS					OPERATIONS				PROBLEM SOLVING								
		1	2	3	4	5	6	7	8	9	10	11	12	13					
		NUMBER CONCEPTS	ALGEBRAIC MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION					
* = STATUS AS OF MARCH 16, 1990	NUMBER OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY * = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS																	
*SPECIAL EDUCATION: LEARNING DISABILITY	2979	28	25	29	24	45	45	37	32	32	29	18	18	22	13	26	22		
EMOTIONALLY DISTURBED	527	37	39	36	46	54	51	44	38	38	28	16	18	22	13	26	22		
SPEECH HANDICAPPED	229	48	48	45	48	68	64	59	52	52	46	24	24	22	16	29	29		
VISUALLY HANDICAPPED	71	48	51	54	48	68	64	53	48	48	46	24	24	22	16	29	29		
OTHER HANDICAP CONDITION	593	48	47	47	40	59	59	59	52	52	46	24	24	22	16	29	29		
NOT IN SPECIAL EDUCATION	165305	69	70	69	59	68	72	64	63	63	68	50	50	49	15	67	67		
NO INFORMATION PROVIDED	2778	62	61	59	52	68	72	64	63	63	68	50	50	49	15	67	67		
*GIFTED-TALENTED PROGRAM: YES	13781	93	96	94	88	90	96	95	92	91	92	90	89	87	1783	98	95		
NO	154901	65	64	62	55	71	80	73	68	68	68	51	51	50	1615	73	73		
NO INFO. PROV.	3632	60	63	59	51	68	76	69	62	55	60	48	51	50	1614	66	66		
*AT-RISK: YES	36420	48	45	43	37	59	67	57	51	41	48	31	34	47	1424	50	50		
NO	126384	72	70	73	55	70	79	80	74	66	73	52	54	49	1539	71	71		
NO INFORMATION PROVIDED	9510	64	68	63	55	70	79	74	66	58	65	52	54	49	1539	66	66		
*CONTINUOUS ENROLLMENT: ONE YEAR	15228	63	66	60	53	69	79	72	65	58	64	50	53	61	1528	71	71		
TWO YEARS	14867	65	68	62	56	71	79	74	67	60	65	52	55	62	1528	72	72		
THREE YEARS	13732	67	69	62	58	74	81	75	68	60	66	52	55	62	1528	73	73		
FOUR YEARS	8388	69	70	62	59	76	82	76	69	60	68	52	58	65	1528	74	74		
FIVE YEARS	6555	70	71	68	60	76	83	77	70	65	69	52	60	66	1528	75	75		
MORE THAN FIVE YEARS	102234	69	69	66	58	73	75	75	69	65	62	52	58	66	1528	76	76		
NO INFO. PROV.	11310	62	65	60	53	68	76	71	64	58	65	52	54	61	1528	68	68		
*GRADUATION PLAN: ADVANCED HS HONORS PROGRAM	21727	93	96	93	87	89	96	95	92	91	91	88	88	86	1766	98	98		
ADVANCED HS PROGRAM	38454	78	83	78	69	79	89	84	78	74	78	64	70	68	1615	89	89		
HS PROGRAM (REGULAR)	106032	58	59	55	47	66	75	67	61	59	59	46	46	53	1691	65	65		
NO INFORMATION PROVIDED	6101	59	63	57	50	66	75	68	62	55	59	46	49	57	1510	66	66		
*VOCATIONAL ED. PROGRAM: CURRENTLY ENROLLED	49954	58	58	55	48	67	76	69	62	58	60	44	47	57	1496	65	65		
PREVIOUS CREDIT	40141	61	61	58	50	69	78	70	64	58	62	47	50	59	1512	69	69		
NO INFO. AVAIL/PROV	14811	67	69	69	57	71	80	73	67	67	69	53	56	62	1550	73	73		
NEVER RCVD CREDIT	87972	72	75	71	64	76	84	79	73	67	72	61	63	68	1594	80	80		

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District Analysis Report

Texas Assessment of Academic Skills
Exit Level
Grade 11
October 1990

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 11

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDICATION
				WRITING	READING	MATH	WRITING	READING	MATH	
ADA GROUPINGS										
6	OVER 50,000	24,001	53	71	84	67	1563	1582	1515	11,209
15	25,000 TO 49,999	32,280	67	82	90	77	1620	1627	1575	10,513
44	10,000 TO 24,999	41,558	68	81	88	75	1617	1612	1559	14,111
41	5,000 TO 9,999	16,253	63	79	86	74	1609	1595	1547	5,968
92	3,000 TO 4,999	21,773	68	84	88	76	1629	1617	1561	6,998
115	1,600 TO 2,999	14,710	65	82	88	74	1615	1603	1547	5,189
125	1,000 TO 1,599	9,494	66	83	88	75	1616	1605	1549	3,273
206	500 TO 999	9,079	68	85	89	77	1635	1612	1562	2,882
326	UNDER 500	5,672	69	86	90	79	1636	1614	1574	1,732
DISTRICT TYPE										
8	MAJOR URBAN	29,241	54	73	85	67	1566	1582	1516	13,311
61	MAJOR SUBURBAN	52,578	70	84	90	79	1638	1638	1583	15,512
23	OTHER CENTRAL CITY	22,386	62	78	86	73	1597	1599	1549	8,484
74	OTHER CC SUBURBAN	15,353	64	82	86	73	1614	1595	1544	5,528
65	INDEPENDENT TOWN	16,737	64	80	86	74	1607	1599	1548	5,990
79	NON-METRO FAST GROWING	5,581	67	83	88	76	1626	1607	1557	1,662
271	NON-METRO STABLE	24,671	65	83	87	74	1616	1602	1548	8,643
389	RURAL	8,273	69	86	90	79	1636	1613	1570	2,545
WEALTH (MEDIAN=\$157,104)										
99	UNDER \$82,513	17,945	54	75	78	65	1571	1533	1500	8,343
102	\$82,513 TO \$99,523	11,619	62	81	85	71	1599	1582	1528	4,433
102	\$99,524 TO \$115,679	7,408	63	82	88	73	1607	1595	1540	2,763
100	\$115,680 TO \$133,839	14,649	61	78	87	72	1601	1598	1538	5,656
102	\$133,840 TO \$157,103	18,827	67	83	89	76	1621	1619	1560	6,184
102	\$157,104 TO \$181,840	21,444	66	81	88	76	1611	1614	1561	7,349
99	\$181,841 TO \$220,234	23,442	68	84	90	76	1636	1627	1570	7,387
99	\$220,235 TO \$287,975	29,367	65	78	89	77	1611	1627	1569	10,196
88	\$287,976 TO \$443,845	24,774	67	83	89	76	1619	1628	1569	8,183
71	OVER \$443,845	5,004	74	87	91	82	1660	1640	1591	1,307
6	SPECIAL DISTRICTS	341	78	88	96	87	1726	1667	1616	74
WEALTH (ST AVG=\$205,696)										
670	UNDER \$205,696	105,389	63	81	87	73	1608	1597	1545	38,595
294	OVER \$205,696	69,110	68	81	89	76	1618	1627	1569	23,206
6	SPECIAL DISTRICTS	341	78	88	96	87	1726	1667	1616	74

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 11

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
WEALTH BY EQUAL RADA PER GROUP										
24	UNDER \$51,611	8,319	52	75	74	64	1567	1512	1490	3,098
65	\$51,611 TO < \$79,599	8,313	56	75	82	68	1578	1555	1512	3,089
74	\$79,599 TO < \$93,431	9,483	59	79	84	68	1589	1570	1518	3,897
109	\$93,431 TO < \$111,174	8,839	63	81	87	73	1606	1594	1541	3,256
79	\$111,174 TO < \$124,874	9,015	63	80	88	73	1601	1604	1544	3,342
52	\$124,874 TO < \$133,840	7,652	61	78	86	71	1607	1592	1532	3,015
62	\$133,840 TO < \$147,075	8,844	68	84	89	76	1618	1613	1556	2,868
38	\$147,075 TO < \$158,339	8,569	67	81	89	77	1623	1624	1567	2,866
31	\$158,339 TO < \$163,010	9,266	65	79	89	75	1600	1617	1560	3,275
39	\$163,010 TO < \$174,981	9,001	65	81	87	74	1617	1606	1550	3,148
55	\$174,981 TO < \$190,253	9,044	69	83	90	77	1623	1627	1573	2,799
46	\$190,253 TO < \$206,247	9,542	73	88	91	80	1669	1641	1588	2,584
26	\$206,247 TO < \$217,719	8,719	64	80	88	73	1611	1612	1551	3,169
44	\$217,719 TO < \$244,860	9,189	70	85	90	77	1643	1630	1571	2,760
41	\$244,860 TO < \$268,755	6,849	71	83	91	80	1629	1648	1584	2,004
1	\$268,755 TO < \$269,138	7,469	50	61	85	70	1532	1588	1537	3,758
29	\$269,138 TO < \$298,578	9,994	70	82	91	80	1625	1643	1582	3,037
42	\$298,578 TO < \$367,048	8,672	69	84	89	78	1631	1630	1579	2,666
13	\$367,048 TO < \$388,497	8,379	61	82	86	70	1609	1603	1534	3,242
94	\$388,497 AND OVER	9,321	74	86	91	82	1649	1652	1602	2,430
6	SPECIAL DISTRICTS	341	78	88	96	87	1726	1667	1616	74
TOTAL TAX EFFORT (ST AVG=\$0.9806)										
219	UNDER 0.8092	23,090	60	79	83	71	1591	1572	1532	9,177
244	0.8092 TO UNDER 0.9716	67,408	62	79	87	72	1602	1605	1544	25,627
252	0.9716 TO UNDER 1.1289	48,035	67	83	89	76	1623	1619	1565	15,622
249	1.1289 AND OVER	35,946	68	83	89	78	1630	1625	1572	11,375
6	SPECIAL DISTRICTS	341	78	88	96	87	1726	1667	1616	74
M&O EFF. TAX EFFORT (MEDIAN=\$0.8130)										
232	UNDER 0.6780	32,176	60	79	84	70	1595	1573	1526	12,831
244	0.6780 TO 0.8129	62,939	63	79	88	74	1605	1608	1550	23,371
248	0.8130 TO 0.9647	48,499	67	82	89	77	1622	1624	1568	15,778
240	OVER 0.9647	30,865	68	83	89	77	1629	1622	1571	9,821
6	SPECIAL DISTRICTS	341	78	88	96	87	1726	1667	1616	74
M&O EFF. TAX EFFORT (ST AVG=\$0.8150)										
481	UNDER 0.8150	95,510	62	79	86	72	1602	1598	1542	36,338
483	OVER 0.8150	78,969	68	83	89	77	1625	1623	1569	25,463
6	SPECIAL DISTRICTS	341	78	88	96	87	1726	1667	1616	74

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 11

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION		
				WRITING	READING	MATH	WRITING	READING	MATH			
APR GROUPS: ENROLL;WEALTH;% LOW INC												
177	<1K	< AVG.	<40%	5,670	70	85	92	80	1637	1625	1572	1,705
175	<1K	< AVG.	>=40	4,399	65	84	87	74	1622	1588	1545	1,551
92	<1K	> AVG.	<40%	2,363	75	89	92	84	1660	1640	1597	592
71	<1K	> AVG.	>=40	1,367	63	83	86	74	1610	1591	1552	502
90	1K TO < 3K	< AVG.	<40%	8,701	66	81	90	76	1613	1615	1555	2,965
85	1K TO < 3K	< AVG.	>=40	7,976	60	81	84	69	1603	1574	1522	3,193
41	1K TO < 3K	> AVG.	<40%	4,184	75	89	91	81	1664	1640	1588	1,061
25	1K TO < 3K	> AVG.	>=40	2,169	64	83	88	74	1605	1591	1543	774
64	3K TO < 10K	< AVG.	<40%	16,345	68	84	89	77	1629	1622	1564	5,153
37	3K TO < 10K	< AVG.	>=40	10,456	56	77	79	67	1587	1547	1511	4,559
35	3K TO < 10K	> AVG.	<40%	10,326	72	85	91	81	1642	1649	1590	2,871
4	3K TO < 10K	> AVG.	>=40	961	62	78	85	72	1621	1585	1534	361
22	>10K	< AVG.	<40%	27,761	68	82	90	78	1629	1630	1574	8,764
20	>10K	< AVG.	>=40	24,061	56	75	82	67	1570	1560	1510	10,705
19	>10K	> AVG.	<40%	26,889	73	85	92	81	1643	1654	1600	7,260
7	>10K	> AVG.	>=40	20,851	53	71	84	67	1561	1583	1516	9,785
6	SPECIAL DISTRICTS			341	78	88	96	87	1726	1667	1616	74
SPTB HIGHEST CATEGORY												
314	RESIDENTIAL			106,253	66	82	88	75	1617	1617	1561	36,053
295	LAND			8,955	65	83	88	75	1620	1604	1551	3,113
163	OIL AND GAS			9,705	64	82	85	75	1612	1589	1547	3,452
192	BUSINESS			49,566	61	78	86	72	1599	1596	1541	19,183
8	SPECIAL DISTRICTS			341	78	88	96	87	1726	1667	1616	74
SMALL/SPARSE ADJUSTMNT (ST AVG=29.7%)												
290	NO SMALL/SPARSE ADJUSTMENT			148,205	64	80	87	74	1610	1609	1554	53,148
192	UNDER 22.0%			14,054	66	83	88	75	1617	1605	1549	4,807
184	22.0% TO UNDER 31.4%			6,834	69	86	89	78	1642	1614	1566	2,143
178	31.4% TO UNDER 36.8%			3,224	68	84	89	78	1634	1613	1567	1,042
126	36.8% AND OVER			2,503	71	85	90	80	1626	1616	1583	735
PDI LEVEL (MEDIAN=1.07)												
232	UNDER 1.05			5,691	70	88	91	80	1645	1627	1577	1,683
109	1.05 TO UNDER 1.06			4,909	69	84	90	78	1625	1621	1565	1,542
225	1.06 TO UNDER 1.08			14,990	68	85	90	78	1632	1621	1569	4,722
233	1.08 TO 1.11			32,136	68	84	89	76	1627	1617	1560	10,355
171	1.11 AND OVER			117,094	63	79	87	73	1604	1603	1549	43,573

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 11

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
OPERATING COST/RADA (ST AVG= \$3,837)										
206	UNDER \$3,476	43,059	68	82	88	75	1618	1609	1555	14,741
205	\$3,476 TO \$3,806	56,211	65	81	87	74	1613	1608	1552	19,818
205	\$3,807 TO \$4,211	42,863	62	78	87	73	1599	1606	1549	16,487
190	\$4,212 TO \$4,940	26,491	68	83	88	75	1623	1616	1561	8,957
164	OVER \$4,940	6,198	70	83	89	80	1629	1626	1580	1,872
ESC REGION										
35	I EDINBURG	11,918	55	76	77	66	1576	1531	1505	5,350
34	II CORPUS CHRISTI	5,774	61	82	85	69	1606	1582	1525	2,273
33	III VICTORIA	3,071	67	82	88	75	1620	1604	1559	1,021
52	IV HOUSTON	34,729	65	78	89	77	1605	1620	1570	12,261
29	V BEAUMONT	4,502	63	78	87	73	1603	1602	1539	1,673
54	VI HUNTSVILLE	5,579	68	82	88	75	1616	1617	1557	1,901
94	VII KILGORE	8,364	66	83	89	75	1625	1613	1553	2,823
40	VIII MT PLEASANT	2,979	67	85	88	75	1633	1612	1556	983
38	IX WICHITA FALLS	2,296	70	86	89	76	1643	1622	1562	698
75	X RICHARDSON	23,492	67	84	89	76	1627	1625	1564	7,646
69	XI FORT WORTH	16,463	69	83	91	77	1627	1635	1570	5,166
71	XII WACO	5,807	67	84	90	75	1628	1617	1559	1,919
53	XIII AUSTIN	9,855	72	86	91	79	1652	1644	1587	2,792
43	XIV ABILENE	2,562	68	80	91	79	1609	1624	1572	828
40	XV SAN ANGELO	2,731	60	76	85	73	1586	1587	1541	1,089
59	XVI AMARILLO	4,290	70	82	89	80	1613	1621	1575	1,299
60	XVII LUBBOCK	4,403	60	77	86	72	1593	1595	1541	1,774
31	XVIII MIDLAND	4,113	64	80	86	74	1608	1591	1552	1,487
12	XIX EL PASO	7,639	58	75	83	66	1565	1567	1511	3,366
48	XX SAN ANTONIO	14,253	61	80	87	71	1608	1597	1533	5,526
TEAMS: PCT PASSING ALL TESTS TAKEN										
59	UNDER 60%	6,133	49	73	75	62	1557	1514	1481	3,118
350	60% TO UNDER 75%	79,778	58	76	84	69	1583	1581	1524	33,564
517	75% TO UNDER 90%	84,693	71	85	91	79	1641	1638	1583	24,419
44	90% AND OVER	4,216	82	89	96	89	1671	1697	1658	774
DENSITY (ST AVG=11.34 RADA/SQ MI)										
494	LESS THAN 5	18,419	65	83	88	75	1618	1601	1553	6,385
266	5 TO UNDER 20	27,712	65	82	87	75	1618	1601	1549	9,596
113	20 TO UNDER 100	30,839	65	81	87	74	1613	1604	1550	10,938
91	100 AND OVER	97,509	64	80	88	74	1609	1614	1557	34,882
6	SPECIAL DISTRICTS	341	78	88	96	87	1726	1667	1616	74

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 11

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
RADA CHG:88/89-89/90 (ST AVG=1.57%)										
419	DECLINING RADA	45,764	61	80	85	71	1600	1585	1530	18,067
298	0% TO UNDER 3%	80,407	64	80	88	75	1608	1614	1558	28,575
156	3% TO UNDER 6%	35,730	69	84	89	78	1631	1625	1573	10,997
61	6% TO UNDER 10%	10,188	67	82	89	77	1622	1620	1570	3,355
36	10% AND OVER	2,731	68	85	87	75	1659	1603	1565	881
PCT BLACK PUPILS (ST AVG=14.50%)										
557	UNDER 5%	65,392	65	81	87	75	1611	1600	1552	22,997
132	5% TO UNDER 10%	35,958	70	84	90	78	1636	1633	1575	10,913
141	10% TO UNDER 20%	33,818	67	83	89	76	1624	1623	1566	11,058
72	20% TO UNDER 30%	10,836	65	81	89	76	1618	1617	1564	3,749
57	30% TO UNDER 50%	25,971	54	73	84	67	1570	1582	1518	11,850
11	50% AND OVER	2,845	54	74	81	65	1574	1547	1500	1,308
PCT HISPANIC PUPILS (ST AVG=33.10%)										
280	UNDER 5%	23,654	70	84	91	79	1634	1634	1577	7,093
157	5% TO UNDER 10%	31,316	71	85	91	80	1638	1642	1585	8,943
158	10% TO UNDER 20%	26,888	70	85	90	78	1641	1632	1578	8,009
97	20% TO UNDER 30%	22,899	63	78	88	74	1599	1611	1552	8,416
119	30% TO UNDER 50%	35,645	61	77	87	72	1597	1601	1543	14,072
159	50% AND OVER	34,418	55	76	81	66	1577	1550	1506	15,342
PCT MINORITY PUPILS (ST AVG=49.70%)										
91	UNDER 5%	4,582	72	85	93	81	1639	1641	1583	1,293
115	5% TO UNDER 10%	8,792	71	84	92	80	1632	1643	1578	2,575
185	10% TO UNDER 20%	23,040	74	87	92	81	1643	1647	1591	6,078
136	20% TO UNDER 30%	26,220	73	86	91	81	1651	1648	1593	7,156
219	30% TO UNDER 50%	37,989	67	82	88	76	1622	1616	1563	12,563
224	50% AND OVER	74,197	57	75	83	68	1580	1573	1520	32,210
PERCENT LOW INCOME (ST AVG=39.75%)										
135	UNDER 20%	44,251	74	86	93	82	1651	1658	1602	11,412
196	20% TO UNDER 30%	24,104	70	84	90	79	1628	1628	1572	7,349
213	30% TO UNDER 40%	34,058	66	81	88	75	1619	1614	1558	11,660
274	40% TO UNDER 60%	45,570	58	76	86	70	1584	1589	1529	19,006
111	60% TO UNDER 80%	16,641	55	76	80	66	1576	1548	1507	7,491
41	80% AND OVER	10,196	51	75	77	63	1569	1523	1485	4,957

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 11

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDICATION
				WRITING	READING	MATH	WRITING	READING	MATH	
AVG. TEACHER EXPER (ST AVG=11.3 YRS)										
222	UNDER 9.7 YEARS	26,605	63	81	88	73	1607	1592	1548	9,768
240	9.7 TO UNDER 11.1 YEARS	42,350	66	82	88	75	1620	1612	1556	14,260
252	11.1 TO UNDER 12.3 YEARS	67,636	66	80	89	76	1612	1620	1565	23,316
256	12.3 YEARS AND OVER	38,229	62	80	86	71	1607	1596	1537	14,531
AVG. TEACHER SALARY (ST AVG=\$25,897)										
217	UNDER \$23,176	7,575	64	83	88	75	1614	1500	1544	2,716
253	\$23,176 TO UNDER \$24,237	20,987	66	83	89	75	1617	1311	1553	7,154
254	\$24,237 TO UNDER \$25,425	42,257	64	81	87	73	1609	1600	1546	15,309
246	\$25,425 AND OVER	104,001	65	80	88	75	1613	1613	1559	36,696
PCT MINORITY TCHRS (ST AVG=22.40%)										
530	UNDER 5%	54,892	73	86	92	81	1647	1648	1591	14,745
183	5% TO UNDER 10%	27,988	67	82	88	77	1622	1617	1566	9,209
122	10% TO UNDER 20%	27,932	66	81	88	75	1616	1614	1558	9,627
41	20% TO UNDER 30%	14,483	63	79	88	73	1606	1610	1551	5,410
44	30% TO UNDER 50%	25,884	56	77	83	66	1580	1570	1507	11,372
50	50% AND OVER	23,641	51	71	79	66	1556	1544	1505	11,512
% TCHRS W ADV DEGREE (ST AVG=32.0%)										
227	UNDER 19.0%	15,269	60	80	83	70	1593	1587	1526	6,082
251	19.0% TO UNDER 26.9%	34,480	62	80	86	72	1601	1589	1540	13,000
251	26.9% TO UNDER 34.9%	59,235	66	81	89	76	1619	1619	1564	19,905
241	34.9% AND OVER	65,836	65	81	88	75	1616	1620	1560	22,888
970	STATE TOTAL	174,820	65	81	88	74	1612	1609	1554	61,875

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

Section IV

TEAMS Exit Level Results

Grade 11 and 12 Results - The exit level Texas Educational Assessment of Minimum Skills (TEAMS) test was administered in October 1990 for those students who were classified as juniors during the 1989-1990 academic year or before. Section 101.2(d) of the Texas Administrative Code states that no student is required to take an examination measuring objectives different from those assessed at the time the student was first eligible to take the exit level test. Grade 11 and 12 students were also eligible to take the exit level TEAMS test in October 1990 if they had taken the TEAMS exit level test previously and had not demonstrated mastery of both sections of the test. Section 21.553 of the Texas Education Code states that students who have not mastered all sections of the exit level test may retake the test each time it is administered.

The exit level TEAMS test was administered to more than 26,000 students in Grades 11 and 12 in October 1990. Sixty-three percent of the Grade 11 students were retaking one or both sections of the test, while seventy percent of the Grade 12 students were retesting. Statewide performance results for the October 1990 exit level TEAMS test are shown in the following table.

TEAMS
Summary of Exit Level Student Performance
October 1990

	Total Tested	Mastered All Tests Taken	Failed 1 Test Only	Failed Both Tests
Grade 11	4,998	2,246 (45%)	2,070 (41%)	682 (14%)
Grade 12	21,388	11,095 (52%)	8,464 (40%)	1,829 (9%)

Forty-five percent of the eleventh graders tested, or 2,246 students, passed all tests taken on the October exit level test, while 2,752 Grade 11 students failed one or both tests. In mathematics, forty-seven percent of the Grade 11 students demonstrated mastery, while sixty-four percent of the students mastered the English language arts test.

At Grade 12, fifty-two percent of the students tested, or 11,095 students, mastered all tests taken. A total of 10,293 seniors, or forty-eight percent of the twelfth graders tested, failed one or both sections of the test. These students were provided the opportunity to retake the TEAMS exit level test in April 1991.

TEAMS
Student Performance by Subject Area
October 1990

	Total Tested	Mastered the Test	Average Scaled Score
Grade 11			
Mathematics	4,386	2,070 (47%)	699
English Language Arts	3,130	2,012 (64%)	729
Grade 12			
Mathematics	18,027	9,091 (55%)	711
English Language Arts	11,263	7,267 (65%)	731

As a whole, Grade 11 and 12 students did better on the English language arts than on the mathematics section of the exit level TEAMS test. Within the English language arts test, performance was better on reading objectives such as sequencing of events, specific details, and context clues, while performance was poor on writing objectives relating to proofreading, punctuation, sentence structure, and correct English usage. Within the area of mathematics, students had particular difficulty with objectives testing fractions and mixed numbers, multiple operations, measurement, geometry and equations. Taken together, these mathematics objectives represent some of the more rigorous basic skills in mathematics.

Out-of-School Examinee Results - The out-of-school examinees tested in October 1990 have fulfilled all graduation requirements except mastery of the basic skills measured on the exit level TEAMS test. The out-of-school examinees are given an opportunity to retake the test during the October and April administrations, as well as during an additional summer administration in July. The following chart displays the number of out-of-school examinees tested, the number and percent of students mastering the mathematics and the English language arts tests, and the average scaled score in each subject area for the October 1990 administration.

TEAMS
Out-of-School Examinee Results by Subject Area
October 1990

	Total Tested	Mastered the Test	Average Scaled Score
Mathematics	639	175 (27%)	662
English Language Arts	384 ^a	110 (29%)	675



TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

02/04/91

ALL STUDENTS

REPORT DATE: NOVEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

GRADE: 11-EXIT LEVEL

SUBJECT AREAS TESTED	OBJECTIVES	TEST PERFORMANCE			GROUP CHARACTERISTICS		
		MASTERING NUMBER	PERCENT	NOT MASTERING NUMBER	BASED ON	5990 ANSWER DOCUMENTS SUBMITTED	
MATHEMATICS	1. SEQUENCING OF NUMBERS	3296	75	1090	Students Absent from Both Tests	332	6
	2. ROUNDING OF NUMBERS	3141	72	1245	Students Exempt from Both Tests - ARD	97	2
	3. EQUIVALENCIES	2677	61	1709	Other Students Not Tested	563	9
	4. EXPONENTIAL/STANDARD NOTATION	3874	88	512	Number of Students Tested	4998	83
	5. FRACTIONS, MIXED NUMBERS (+, -, ×)	1695	39	2691	ETHNIC COMPOSITION		
	6. DECIMALS (+, -, ×, ÷)	3823	87	563	American Indian or Alaskan Native	11	0
	7. INTEGERS (+)	3080	70	1306	Asian or Pacific Islander	108	2
	8. MULTIPLE OPERATIONS (+, -, ×, ÷)	1859	42	2527	Black	1137	19
	9. PROPORTION	2212	50	2174	Hispanic	2958	49
	10. PERCENT	2740	62	1646	White	1776	30
	11. MEASUREMENT UNITS	1784	41	2602	FREE/REDUCED PRICE MEAL PROGRAM	1649	28
	12. GEOMETRIC FORMULAS	2495	57	1891	CHAPTER I PROGRAMS		
	13. GEOMETRIC PROPERTIES	2154	49	2232	Chapter I Regular Program	222	4
	14. AVERAGES	3143	72	1243	Chapter I Migrant Remedial Mathematics Program	27	0
	15. PROBABILITY	2487	57	1899	Chapter I Migrant Remedial Reading Program	45	1
	16. CHARTS, GRAPHS	3841	88	545	Chapter I Migrant Remedial Writing Program	21	0
	17. FORMULAS	1645	38	2741	VOCATIONAL EDUCATION PROGRAMS		
	18. EQUATIONS	2186	50	2200	Currently Enrolled	2152	36
LANGUAGE ARTS	STUDENTS TESTED: 4386	TOTAL MATHEMATICS:		2070	47	2316	
	MATHEMATICS SCALED SCORE: 699						
	1. MAIN IDEA	1956	62	1174	Previous Credit	1458	24
	2. CONTEXT CLUES	2632	84	498	No Information Available	645	11
	3. WORD STRUCTURE	2534	81	596	Never Received Credit	2521	42
	4. SPECIFIC DETAILS	2790	89	340	LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
	5. SEQUENCING OF EVENTS	2762	88	368	Limited English Proficient Students	533	9
	6. DRAWING CONCLUSIONS	1690	54	1440	Bilingual Program	24	0
	7. FACT, OPINION	1801	58	1329	English as a Second Language Program	317	5
	8. REFERENCE SOURCE IDENTIFICATION	2864	92	266	SPECIAL EDUCATION PROGRAMS		
	9. REFERENCE SOURCE USAGE	2873	92	257	Learning Disability	173	3
	10. LITERARY ANALYSIS	2582	82	548	Emotionally Disturbed	29	0
	11. CAPITALIZATION	1986	63	1144	Speech Handicapped	24	0
	12. PUNCTUATION	1173	37	1957	Visually Handicapped	1	0
	13. SPELLING	1697	54	1433	Other Handicapping Condition	75	1
	14. CORRECT ENGLISH USAGE	1439	46	1691	GIFTED/TALENTED PROGRAM	153	3
	15. SENTENCE STRUCTURE	1401	45	1729	GRADUATION PLANS		
	16. SENTENCE COMBINING	2763	88	367	Regular	5513	92
	17. PROOFREADING	1129	36	2001	Advanced/Advanced with Honors	477	8
	18. ORGANIZATION SKILLS	2158	69	972	CONTINUOUS ENROLLMENT IN DISTRICT		
	STUDENTS TESTED: 3130	TOTAL LANGUAGE ARTS:		2012	64	1118	
	LANGUAGE ARTS SCALED SCORE: 729						
					PASS/FAIL SUMMARY		
					BASED ON	4998 STUDENTS WHO TOOK ONE OR BOTH TESTS	
					Passed All Tests Taken	2246	45
					Failed One Test Only	2070	41
					Failed Both Tests	682	14

FIGURE 6

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STATEWIDE

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

FIRST TIME TESTED STUDENTS

REPORT DATE: NOVEMBER 1990

DATE OF TESTING: OCTOBER 1990

GRADE: 11-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE			GROUP CHARACTERISTICS	
	OBJECTIVES	MASTERING NUMBER PERCENT	NOT MASTERING NUMBER	BASED ON	ANSWER DOCUMENTS SUBMITTED
MATHEMATICS	1. SEQUENCING OF NUMBERS	1171 82	252	Students Absent from Both Tests	THE "ALL STUDENTS" SUMMARY REPORT CONTAINS THE DATA FOR STUDENTS NOT TESTED.
	2. ROUNDING OF NUMBERS	1134 80	289	Students Exempt from Both Tests : ARD	
	3. EQUIVALENCIES	981 69	442	Other Students Not Tested	
	4. EXPONENTIAL/STANDARD NOTATION	1299 91	124	Number of Students Tested	1567 100
	5. FRACTIONS, MIXED NUMBERS (+, -, x)	772 54	651	ETHNIC COMPOSITION	
	6. DECIMALS (+, -, x, ÷)	1290 91	133	American Indian or Alaskan Native	0 0
	7. INTEGERS (+)	1133 80	290	Asian or Pacific Islander	31 2
	8. MULTIPLE OPERATIONS (+, -, x, ÷)	846 59	577	Black	258 16
	9. PROPORTION	944 66	479	Hispanic	670 43
	10. PERCENT	1035 73	388	White	608 39
	11. MEASUREMENT UNITS	815 57	608	FREE/REDUCED PRICE MEAL PROGRAM	317 20
	12. GEOMETRIC FORMULAS	958 67	465	CHAPTER 1 PROGRAMS	
	13. GEOMETRIC PROPERTIES	893 63	530	Chapter 1 Regular Program	37 2
	14. AVERAGES	1122 79	301	Chapter 1 Migrant Remedial Mathematics Program	1 0
	15. PROBABILITY	995 70	428	Chapter 1 Migrant Remedial Reading Program	10 1
	16. CHARTS, GRAPHS	1321 93	102	Chapter 1 Migrant Remedial Writing Program	4 0
	17. FORMULAS	814 57	609	VOCATIONAL EDUCATION PROGRAMS	
	18. EQUATIONS	933 66	490	Currently Enrolled	535 34
LANGUAGE ARTS	STUDENTS TESTED: 1423 TOTAL MATHEMATICS:	953 67	470	Previous Credit	347 22
	MATHEMATICS SCALED SCORE: 746			No Information Available	131 8
				Never Received Credit	760 49
				LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS	
				Limited English Proficient Students	84 5
				Bilingual Program	5 0
				English as a Second Language Program	53 3
				SPECIAL EDUCATION PROGRAMS	
				Learning Disability	18 1
				Emotionally Disturbed	12 1
				Speech Handicapped	1 0
				Visually Handicapped	0 0
				Other Handicapping Condition	31 2
				GIFTED/TALENTED PROGRAM	112 7
				GRADUATION PLANS	
				Regular	1295 83
				Advanced/Advanced with Honors	272 17
				CONTINUOUS ENROLLMENT IN DISTRICT	
				One or Two Years	501 32
				Three Years or More	1066 68
				AT-RISK STUDENTS	785 50
				PASS/FAIL SUMMARY	
				BASED ON	STUDENTS WHO TOOK ONE OR BOTH TESTS
				Passed All Tests Taken	THE "ALL STUDENTS" SUMMARY REPORT CONTAINS THE PASS/FAIL SUMMARY DATA.
				Failed One Test Only	
				Failed Both Tests	
	STUDENTS TESTED: 1423 TOTAL LANGUAGE ARTS:	1168 82	255		
	LANGUAGE ARTS SCALED SCORE: 766				

FIGURE 7



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STATEWIDE

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

RETESTED STUDENTS

REPORT DATE: NOVEMBER 1990

DATE OF TESTING: OCTOBER 1990

GRADE: 11-EXIT LEVEL

SUBJECT AREAS TESTED		TEST PERFORMANCE			GROUP CHARACTERISTICS			
		OBJECTIVES	MASTERING NUMBER PERCENT	NOT MASTERING NUMBER	BASED ON	ANSWER DOCUMENTS SUBMITTED		
						NUMBER	PERCENT	
MATHEMATICS	1. SEQUENCING OF NUMBERS		1898	71	773	Students Absent from Both Tests	THE "ALL STUDENTS" SUMMARY REPORT CONTAINS THE DATA FOR STUDENTS NOT TESTED.	
	2. ROUNDING OF NUMBERS		1793	67	878	Students Exempt from Both Tests : ARD		
	3. EQUIVALENCIES		1514	57	1157	Other Students Not Tested		
	4. EXPONENTIAL/STANDARD NOTATION		2315	87	356	Number of Students Tested		
	5. FRACTIONS, MIXED NUMBERS (+, -, x)		786	29	1885		3162	100
	6. DECIMALS (+, -, x, ÷)		2267	85	404	ETHNIC COMPOSITION		
	7. INTEGERS (+)		1731	65	940	American Indian or Alaskan Native	8	0
	8. MULTIPLE OPERATIONS (+, -, x, ÷)		864	32	1807	Asian or Pacific Islander	49	2
	9. PROPORTION		1113	42	1558	Black	650	21
	10. PERCENT		1488	56	1183	Hispanic	1659	52
	11. MEASUREMENT UNITS		813	30	1858	White	796	25
	12. GEOMETRIC FORMULAS		1350	51	1321	FREE/REDUCED PRICE MEAL PROGRAM		
	13. GEOMETRIC PROPERTIES		1094	41	1577		1052	33
	14. AVERAGES		1800	67	871	CHAPTER I PROGRAMS		
	15. PROBABILITY		1305	49	1366	Chapter I Regular Program	150	5
	16. CHARTS, GRAPHS		2263	85	408	Chapter I Migrant Remedial Mathematics Program	17	1
	17. FORMULAS		691	26	1980	Chapter I Migrant Remedial Reading Program	21	1
	18. EQUATIONS		1082	41	1589	Chapter I Migrant Remedial Writing Program	8	0
STUDENTS TESTED: 2671		TOTAL MATHEMATICS:	950	36	1721	VOCATIONAL EDUCATION PROGRAMS		
MATHEMATICS SCALED SCORE: 671						Currently Enrolled	1266	40
						Previous Credit	832	26
						No Information Available	318	10
						Never Received Credit	1178	37
						LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
						Limited English Proficient Students	331	10
						Bilingual Program	16	1
						English as a Second Language Program	209	7
						SPECIAL EDUCATION PROGRAMS		
						Learning Disability	57	2
						Emotionally Disturbed	7	0
						Speech Handicapped	5	0
						Visually Handicapped	0	0
						Other Handicapping Condition	11	0
						GIFTED/TALENTED PROGRAM		
							19	1
						GRADUATION PLANS		
						Regular	3026	96
						Advanced/Advanced with Honors	136	4
						CONTINUOUS ENROLLMENT IN DISTRICT		
						One or Two Years	1004	32
						Three Years or More	2158	68
						AT-RISK STUDENTS		
							2057	65
						PASS/FAIL SUMMARY		
						BASED ON STUDENTS WHO TOOK ONE OR BOTH TESTS		
						Passed All Tests Taken	THE "ALL STUDENTS" SUMMARY REPORT CONTAINS THE PASS/FAIL SUMMARY DATA.	
						Failed One Test Only		
						Failed Both Tests		
LANGUAGE ARTS	1. MAIN IDEA		709	48	767			
	2. CONTEXT CLUES		1138	77	338			
	3. WORD STRUCTURE		1057	72	419			
	4. SPECIFIC DETAILS		1253	85	223			
	5. SEQUENCING OF EVENTS		1225	83	251			
	6. DRAWING CONCLUSIONS		585	40	891			
	7. FACT, OPINION		642	43	834			
	8. REFERENCE SOURCE IDENTIFICATION		1287	87	189			
	9. REFERENCE SOURCE USAGE		1313	89	163			
	10. LITERARY ANALYSIS		1112	75	364			
	11. CAPITALIZATION		786	53	690			
	12. PUNCTUATION		339	23	1137			
	13. SPELLING		628	43	848			
	14. CORRECT ENGLISH USAGE		528	36	948			
	15. SENTENCE STRUCTURE		463	31	1013			
	16. SENTENCE COMBINING		1219	83	257			
	17. PROOFREADING		323	22	1153			
	18. ORGANIZATION SKILLS		876	59	600			
STUDENTS TESTED: 1476		TOTAL LANGUAGE ARTS:	678	46	798			
LANGUAGE ARTS SCALED SCORE: 691								

FIGURE 8



02/04/91

STATEWIDE

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

SPECIAL EDUCATION STUDENTS

REPORT DATE: NOVEMBER 1990

DATE OF TESTING: OCTOBER 1990

GRADE: 11-EXIT LEVEL

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SUB- JECT AREAS TESTED	OBJECTIVES	TEST PERFORMANCE			GROUP CHARACTERISTICS		
		MASTERING NUMBER	PERCENT	NOT MASTERING NUMBER	BASED ON	264 ANSWER DOCUMENTS SUBMITTED	
						NUMBER	PERCENT
M A T H E M A T I C S	1. SEQUENCING OF NUMBERS	83	67	40	Students Absent from Both Tests	22	8
	2. ROUNDING OF NUMBERS	81	66	42	Students Exempt from Both Tests : ARD	68	26
	3. EQUIVALENCIES	66	54	57	Other Students Not Tested	26	10
	4. EXPONENTIAL/STANDARD NOTATION	86	70	37	Number of Students Tested	148	56
	5. FRACTIONS, MIXED NUMBERS (+, -, x)	39	32	84	ETHNIC COMPOSITION		
	6. DECIMALS (+, -, x, ÷)	97	79	26	American Indian or Alaskan Native	0	0
	7. INTEGERS (+)	69	56	54	Asian or Pacific Islander	2	1
	8. MULTIPLE OPERATIONS (+, -, x, ÷)	51	41	72	Black	42	16
	9. PROPORTION	55	45	68	Hispanic	127	48
	10. PERCENT	74	60	49	White	93	35
	11. MEASUREMENT UNITS	46	37	77	FREE/REDUCED PRICE MEAL PROGRAM	76	29
	12. GEOMETRIC FORMULAS	62	50	61	CHAPTER I PROGRAMS		
	13. GEOMETRIC PROPERTIES	47	38	76	Chapter I Regular Program	9	3
	14. AVERAGES	77	63	46	Chapter I Migrant Remedial Mathematics Program	1	0
	15. PROBABILITY	63	51	60	Chapter I Migrant Remedial Reading Program	1	0
	16. CHARTS, GRAPHS	103	84	20	Chapter I Migrant Remedial Writing Program	1	0
	17. FORMULAS	34	28	89	VOCATIONAL EDUCATION PROGRAMS		
	18. EQUATIONS	47	38	76	Currently Enrolled	99	38
L A N G U A G E A R T S	STUDENTS TESTED: 123 TOTAL MATHEMATICS: MATHEMATICS SCALED SCORE: 675	42	34	81	Previous Credit	54	20
					No Information Available	44	17
					Never Received Credit	105	40
					LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
					Limited English Proficient Students	23	9
					Bilingual Program	3	1
					English as a Second Language Program	11	4
					SPECIAL EDUCATION PROGRAMS		
					Learning Disability	173	66
					Emotionally Disturbed	29	11
					Speech Handicapped	24	9
					Visually Handicapped	1	0
					Other Handicapping Condition	75	28
					GIFTED/TALENTED PROGRAM	2	1
					GRADUATION PLANS		
					Regular	256	97
					Advanced/Advanced with Honors	8	3
					CONTINUOUS ENROLLMENT IN DISTRICT		
					One or Two Years	59	22
					Three Years or More	205	78
					AT-RISK STUDENTS	143	54
					PASS/FAIL SUMMARY		
					BASED ON 148 STUDENTS WHO TOOK ONE OR BOTH TESTS		
					Passed All Tests Taken	42	28
					Failed One Test Only	74	50
					Failed Both Tests	32	22
	STUDENTS TESTED: 109 TOTAL LANGUAGE ARTS: LANGUAGE ARTS SCALED SCORE: 708	52	48	57			

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FIGURE 9

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STATEWIDE

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

NON SPECIAL EDUCATION STUDENTS

REPORT DATE: NOVEMBER 1990

DATE OF TESTING: OCTOBER 1990

GRADE: 11-EXIT LEVEL

SUB- JECT AREAS TESTED	OBJECTIVES	TEST PERFORMANCE			GROUP CHARACTERISTICS			
		MASTERING NUMBER	PERCENT	NOT MASTERING NUMBER	BASED ON	5726	ANSWER DOCUMENTS SUBMITTED	
M A T H E M A T I C S	1. SEQUENCING OF NUMBERS	3213	75	1050	Students Absent from Both Tests	310	5	
	2. ROUNDING OF NUMBERS	3060	72	1203	Students Exempt from Both Tests : ARD	29	1	
	3. EQUIVALENCIES	2611	61	1652	Other Students Not Tested	537	9	
	4. EXPONENTIAL/STANDARD NOTATION	3788	89	475	Number of Students Tested	4850	85	
	5. FRACTIONS, MIXED NUMBERS (+, -, x)	1656	39	2607	ETHNIC COMPOSITION			
	6. DECIMALS (+, -, x, ÷)	3726	87	537	American Indian or Alaskan Native	11	0	
	7. INTEGERS (+)	3011	71	1252	Asian or Pacific Islander	106	2	
	8. MULTIPLE OPERATIONS (+, -, x, ÷)	1808	42	2455	Black	1095	19	
	9. PROPORTION	2157	51	2106	Hispanic	2831	49	
	10. PERCENT	2666	63	1597	White	1683	29	
	11. MEASUREMENT UNITS	1738	41	2525	FREE/REDUCED PRICE MEAL PROGRAM			
	12. GEOMETRIC FORMULAS	2433	57	1830	CHAPTER 1 PROGRAMS			
	13. GEOMETRIC PROPERTIES	2107	49	2156	Chapter 1 Regular Program	213	4	
	14. AVERAGES	3066	72	1197	Chapter 1 Migrant Remedial Mathematics Program	26	0	
	15. PROBABILITY	2424	57	1839	Chapter 1 Migrant Remedial Reading Program	44	1	
	16. CHARTS, GRAPHS	3738	88	525	Chapter 1 Migrant Remedial Writing Program	20	0	
	17. FORMULAS	1611	38	2652	VOCATIONAL EDUCATION PROGRAMS			
	18. EQUATIONS	2139	50	2124	Currently Enrolled	2053	36	
L A N G U A G E A R T S	STUDENTS TESTED: 4263	TOTAL MATHEMATICS:	2028	48	2235	Previous Credit	1404	25
	MATHEMATICS SCALED SCORE: 699				No Information Available	601	10	
					Never Received Credit	2416	42	
					LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS			
	1. MAIN IDEA	1906	63	1115	Limited English Proficient Students	510	9	
	2. CONTEXT CLUES	2543	84	478	Bilingual Program	21	0	
	3. WORD STRUCTURE	2450	81	571	English as a Second Language Program	306	5	
	4. SPECIFIC DETAILS	2702	89	319	SPECIAL EDUCATION PROGRAMS			
	5. SEQUENCING OF EVENTS	2674	89	347	Learning Disability	0	0	
	6. DRAWING CONCLUSIONS	1644	54	1377	Emotionally Disturbed	0	0	
	7. FACT, OPINION	1742	58	1279	Speech Handicapped	0	0	
	8. REFERENCE SOURCE IDENTIFICATION	2770	92	251	Visually Handicapped	0	0	
	9. REFERENCE SOURCE USAGE	2776	92	245	Other Handicapping Condition	0	0	
	10. LITERARY ANALYSIS	2502	83	519	GIFTED/TALENTED PROGRAM			
	11. CAPITALIZATION	1927	64	1094	GRADUATION PLANS			
	12. PUNCTUATION	1147	38	1874	Regular	5257	92	
	13. SPELLING	1646	54	1375	Advanced/Advanced with Honors	469	8	
	14. CORRECT ENGLISH USAGE	1396	46	1625	CONTINUOUS ENROLLMENT IN DISTRICT			
15. SENTENCE STRUCTURE	1353	45	1668	One or Two Years	1961	34		
16. SENTENCE COMBINING	2673	88	348	Three Years or More	3765	66		
17. PROOFREADING	1100	36	1921	AT-RISK STUDENTS				
18. ORGANIZATION SKILLS	2091	69	930	PASS/FAIL SUMMARY				
3	STUDENTS TESTED: 3021	TOTAL LANGUAGE ARTS:	1960	65	1061	BASED ON 4850 STUDENTS WHO TOOK ONE OR BOTH TESTS		
	LANGUAGE ARTS SCALED SCORE: 730				Passed All Tests Taken	2204	45	
					Failed One Test Only	1996	41	
					Failed Both Tests	650	13	



02/04/91

STATEWIDE

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

ALL STUDENTS

REPORT DATE: NOVEMBER 1990

DATE OF TESTING: OCTOBER 1990

GRADE: 12-EXIT LEVEL

SUBJECT AREAS TESTED		TEST PERFORMANCE			GROUP CHARACTERISTICS BASED ON 25075 ANSWER DOCUMENTS SUBMITTED			
		OBJECTIVES	MASTERING NUMBER	PERCENT	NOT MASTERING NUMBER	NUMBER	PERCENT	
MATHEMATICS	1. SEQUENCING OF NUMBERS		14079	78	3948	Students Absent from Both Tests	834	3
	2. ROUNDING OF NUMBERS		12936	72	5091	Students Exempt from Both Tests : ARD	745	3
	3. EQUIVALENCIES		11923	66	6104	Other Students Not Tested	2108	8
	4. EXPONENTIAL/STANDARD NOTATION		16406	91	1621	Number of Students Tested	21388	85
	5. FRACTIONS, MIXED NUMBERS (+, -, x)		7463	41	10564	ETHNIC COMPOSITION		
	6. DECIMALS (+, -, x, ÷)		16098	89	1929	American Indian or Alaskan Native	62	0
	7. INTEGERS (+)		13882	77	4145	Asian or Pacific Islander	655	3
	8. MULTIPLE OPERATIONS (+, -, x, ÷)		8122	45	9905	Black	5286	21
	9. PROPORTION		9513	53	8514	Hispanic	9605	38
	10. PERCENT		11919	66	6108	White	9467	38
	11. MEASUREMENT UNITS		7273	40	10754	FREE/REDUCED PRICE MEAL PROGRAM	6384	25
	12. GEOMETRIC FORMULAS		11284	63	6743	CHAPTER I PROGRAMS		
	13. GEOMETRIC PROPERTIES		10084	56	7943	Chapter I Regular Program	1042	4
	14. AVERAGES		14152	79	3875	Chapter I Migrant Remedial Mathematics Program	174	1
	15. PROBABILITY		11292	63	6735	Chapter I Migrant Remedial Reading Program	208	1
	16. CHARTS, GRAPHS		16292	90	1735	Chapter I Migrant Remedial Writing Program	93	0
	17. FORMULAS		7927	44	10100	VOCATIONAL EDUCATION PROGRAMS		
	18. EQUATIONS		9992	55	8035	Currently Enrolled	10270	41
LANGUAGE ARTS	STUDENTS TESTED: 18027 TOTAL MATHEMATICS: 9901 55 8126 MATHEMATICS SCALED SCORE: 711				Previous Credit	6340	25	
	1. MAIN IDEA		7062	63	4201	No Information Available	3322	13
	2. CONTEXT CLUES		9427	84	1836	Never Received Credit	8733	35
	3. WORD STRUCTURE		8951	79	2312	LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS		
	4. SPECIFIC DETAILS		10152	90	1111	Limited English Proficient Students	2294	9
	5. SEQUENCING OF EVENTS		10136	90	1127	Bilingual Program	78	0
	6. DRAWING CONCLUSIONS		6379	57	4884	English as a Second Language Program	1332	5
	7. FACT, OPINION		6718	60	4545	SPECIAL EDUCATION PROGRAMS		
	8. REFERENCE SOURCE IDENTIFICATION		10372	92	891	Learning Disability	1549	6
	9. REFERENCE SOURCE USAGE		10454	93	809	Emotionally Disturbed	187	1
	10. LITERARY ANALYSIS		9348	83	1915	Speech Handicapped	47	0
	11. CAPITALIZATION		7320	65	3943	Visually Handicapped	23	0
	12. PUNCTUATION		4318	38	6945	Other Handicapping Condition	199	1
	13. SPELLING		6072	54	5191	GIFTED/TALENTED PROGRAM	207	1
	14. CORRECT ENGLISH USAGE		5002	44	6261	GRADUATION PLANS		
	15. SENTENCE STRUCTURE		5328	47	5935	Regular	23194	92
	16. SENTENCE COMBINING		10079	89	1184	Advanced/Advanced with Honors	1881	8
	17. PROOFREADING		4160	37	7103	CONTINUOUS ENROLLMENT IN DISTRICT		
18. ORGANIZATION SKILLS		7922	70	3341	One or Two Years	9309	37	
STUDENTS TESTED: 11263 TOTAL LANGUAGE ARTS: 7267 65 3996 LANGUAGE ARTS SCALED SCORE: 731				Three Years or More	15766	63		
				AT-RISK STUDENTS	11299	45		
				PASS/FAIL SUMMARY				
				BASED ON 21388 STUDENTS WHO TOOK ONE OR BOTH TESTS				
				Passed All Tests Taken	11095	52		
				Failed One Test Only	8464	40		
				Failed Both Tests	1829	9		

FIGURE 11



02/04/91

STATEWIDE

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

FIRST TIME TESTED STUDENTS

REPORT DATE: NOVEMBER 1990

DATE OF TESTING: OCTOBER 1990

GRADE: 12-EXIT LEVEL

46

SUB- JECT AREAS TESTED	OBJECTIVES	TEST PERFORMANCE			GROUP CHARACTERISTICS			
		MASTERING NUMBER	PERCENT	NOT MASTERING NUMBER	BASED ON	ANSWER DOCUMENTS SUBMITTED		
						NUMBER	PERCENT	
M A T H E M A T I C S	1. SEQUENCING OF NUMBERS	4147	87	639	Students Absent from Both Tests	THE "ALL STUDENTS" SUMMARY		
	2. ROUNDING OF NUMBERS	3738	78	1048	Students Exempt from Both Tests : ARD	REPORT CONTAINS THE DATA		
	3. EQUIVALENCIES	3552	74	1234	Other Students Not Tested	FOR STUDENTS NOT TESTED.		
	4. EXPONENTIAL/STANDARD NOTATION	4508	94	278	Number of Students Tested	5089	100	
	5. FRACTIONS, MIXED NUMBERS (+, -, x)	2897	61	1889	ETHNIC COMPOSITION			
	6. DECIMALS (+, -, x, ÷)	4417	92	369	American Indian or Alaskan Native	18	0	
	7. INTEGERS (+)	4159	87	627	Asian or Pacific Islander	258	5	
	8. MULTIPLE OPERATIONS (+, -, x, ÷)	3301	69	1485	Black	617	12	
	9. PROPORTION	3624	76	1162	Hispanic	1234	24	
	10. PERCENT	3719	78	1067	White	2962	58	
	11. MEASUREMENT UNITS	3159	66	1627	FREE/REDUCED PRICE MEAL PROGRAM	494	10	
	12. GEOMETRIC FORMULAS	3556	74	1230	CHAPTER I PROGRAMS			
	13. GEOMETRIC PROPERTIES	3494	73	1292	Chapter I Regular Program	57	1	
	14. AVERAGES	4012	84	774	Chapter I Migrant Remedial Mathematics Program	6	0	
	15. PROBABILITY	3745	78	1041	Chapter I Migrant Remedial Reading Program	8	0	
	16. CHARTS, GRAPHS	4533	95	253	Chapter I Migrant Remedial Writing Program	2	0	
	17. FORMULAS	3304	69	1482	VOCATIONAL EDUCATION PROGRAMS			
	18. EQUATIONS	3625	76	1161	Currently Enrolled	1176	23	
	STUDENTS TESTED: 4786	TOTAL MATHEMATICS:	3702	77	1084	Previous Credit	792	16
	MATHEMATICS SCALED SCORE: 771				No Information Available	569	11	
					Never Received Credit	2946	58	
L A N G U A G E A R T S	1. MAIN IDEA	3854	81	917	LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS			
	2. CONTEXT CLUES	4411	92	360	Limited English Proficient Students	206	4	
	3. WORD STRUCTURE	4314	90	457	Bilingual Program	7	0	
	4. SPECIFIC DETAILS	4509	95	262	English as a Second Language Program	126	2	
	5. SEQUENCING OF EVENTS	4513	95	258	SPECIAL EDUCATION PROGRAMS			
	6. DRAWING CONCLUSIONS	3636	76	1135	Learning Disability	84	2	
	7. FACT, OPINION	3728	78	1043	Emotionally Disturbed	27	1	
	8. REFERENCE SOURCE IDENTIFICATION	4535	95	236	Speech Handicapped	4	0	
	9. REFERENCE SOURCE USAGE	4547	95	224	Visually Handicapped	2	0	
	10. LITERARY ANALYSIS	4401	92	370	Other Handicapping Condition	21	0	
	11. CAPITALIZATION	3434	72	1337	GIFTED/TALENTED PROGRAM	112	2	
	12. PUNCTUATION	2733	57	2038	GRADUATION PLANS			
	13. SPELLING	3204	67	1567	Regular	4386	86	
	14. CORRECT ENGLISH USAGE	2677	56	2094	Advanced/Advanced with Honors	703	14	
	15. SENTENCE STRUCTURE	3078	65	1693	CONTINUOUS ENROLLMENT IN DISTRICT			
	16. SENTENCE COMBINING	4576	96	195	One or Two Years	3501	69	
	17. PROOFREADING	2701	57	2070	Three Years or More	1588	31	
	18. ORGANIZATION SKILLS	3884	81	887	AT-RISK STUDENTS	1051	21	
		STUDENTS TESTED: 4771	TOTAL LANGUAGE ARTS:	4116	86	655	PASS/FAIL SUMMARY	
		LANGUAGE ARTS SCALED SCORE: 778					BASED ON STUDENTS WHO TOOK ONE OR BOTH TESTS	
						Passed All Tests Taken	THE "ALL STUDENTS" SUMMARY REPORT	
						Failed One Test Only	CONTAINS THE PASS/FAIL SUMMARY DATA	
						Failed Both Tests		

FIGURE 12

BEST COPY AVAILABLE



TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

02/04/91

RETESTED STUDENTS

REPORT DATE: NOVEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

GRADE: 12-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE			GROUP CHARACTERISTICS	
	OBJECTIVES	MASTERING NUMBER PERCENT	NOT MASTERING NUMBER	BASED ON	ANSWER DOCUMENTS SUBMITTED
M A T H E M A T I C S	1. SEQUENCING OF NUMBERS	9070 75	3037	Students Absent from Both Tests	THE "ALL STUDENTS" SUMMARY REPORT CONTAINS THE DATA FOR STUDENTS NOT TESTED. 15002 100
	2. ROUNDING OF NUMBERS	8398 69	3709	Students Exempt from Both Tests : ARD	
	3. EQUIVALENCIES	7675 63	4432	Other Students Not Tested	
	4. EXPONENTIAL/STANDARD NOTATION	10887 90	1220	Number of Students Tested	
	5. FRACTIONS, MIXED NUMBERS (+, -, x)	4140 34	7967	ETHNIC COMPOSITION	
	6. DECIMALS (+, -, x, ÷)	10696 88	1411	American Indian or Alaskan Native	33 0
	7. INTEGERS (+)	8881 73	3226	Asian or Pacific Islander	307 2
	8. MULTIPLE OPERATIONS (+, -, x, ÷)	4363 36	7744	Black	3568 24
	9. PROPORTION	5331 44	6776	Hispanic	6437 43
	10. PERCENT	7466 62	4641	White	4657 31
	11. MEASUREMENT UNITS	3721 31	8386	FREE/REDUCED PRICE MEAL PROGRAM	4610 31
	12. GEOMETRIC FORMULAS	7062 58	5045	CHAPTER I PROGRAMS	
	13. GEOMETRIC PROPERTIES	6002 50	6105	Chapter I Regular Program	726 5
	14. AVERAGES	9267 77	2840	Chapter I Migrant Remedial Mathematics Program	108 1
	15. PROBABILITY	6877 57	5230	Chapter I Migrant Remedial Reading Program	122 1
	16. CHARTS, GRAPHS	1,765 89	1342	Chapter I Migrant Remedial Writing Program	69 0
	17. FORMULAS	4182 35	7925	VOCATIONAL EDUCATION PROGRAMS	
	18. EQUATIONS	5767 48	6340	Currently Enrolled	7209 48
L A N G U A G E A R T S	STUDENTS TESTED: 12107 TOTAL MATHEMATICS:		5643 47	Previous Credit	4389 29
	MATHEMATICS SCALED SCORE: 688		6464	No Information Available	1913 13
	1. MAIN IDEA	2834 49	2969	Never Received Credit	4042 27
	2. CONTEXT CLUES	4474 77	1329	LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS	
	3. WORD STRUCTURE	4121 71	1682	Limited English Proficient Students	1636 11
	4. SPECIFIC DETAILS	5045 87	758	Bilingual Program	57 0
	5. SEQUENCING OF EVENTS	5016 86	787	English as a Second Language Program	1015 7
	6. DRAWING CONCLUSIONS	2405 41	3398	SPECIAL EDUCATION PROGRAMS	
	7. FACT, OPINION	2606 45	3197	Learning Disability	711 5
	8. REFERENCE SOURCE IDENTIFICATION	5209 90	594	Emotionally Disturbed	81 1
	9. REFERENCE SOURCE USAGE	5292 91	511	Speech Handicapped	21 0
	10. LITERARY ANALYSIS	4399 76	1404	Visually Handicapped	11 0
	11. CAPITALIZATION	3484 60	2319	Other Handicapping Condition	73 0
	12. PUNCTUATION	1355 23	4448	GIFTED/TALENTED PROGRAM	66 0
	13. SPELLING	2527 44	3276	GRADUATION PLANS	
	14. CORRECT ENGLISH USAGE	2047 35	3756	Regular	14004 93
	15. SENTENCE STRUCTURE	1951 34	3852	Advanced/Advanced with Honors	998 7
	16. SENTENCE COMBINING	4914 85	889	CONTINUOUS ENROLLMENT IN DISTRICT	
	17. PROOFREADING	1230 21	4573	One or Two Years	3819 25
	18. ORGANIZATION SKILLS	3597 62	2206	Three Years or More	11183 75
	STUDENTS TESTED: 5803 TOTAL LANGUAGE ARTS:		2756 47	AT-RISK STUDENTS	8123 54
	LANGUAGE ARTS SCALED SCORE: 695		3047	PASS/FAIL SUMMARY	
				BASED ON	STUDENTS WHO TOOK ONE OR BOTH TESTS
Passed All Tests Taken					
Failed One Test Only					
			Failed Both Tests	THE "ALL STUDENTS" SUMMARY REPORT CONTAINS THE PASS/FAIL SUMMARY DATA.	

FIGURE 13



TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

02/04/91

SPECIAL EDUCATION STUDENTS

REPORT DATE: NOVEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

GRADE: 12-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE			GROUP CHARACTERISTICS	
	OBJECTIVES	MASTERING NUMBER PERCENT	NOT MASTERING NUMBER	BASED ON 1989 ANSWER DOCUMENTS SUBMITTED	NUMBER PERCENT
MATHEMATICS	1. SEQUENCING OF NUMBERS	540 61	347	Students Absent from Both Tests	66 3
	2. ROUNDING OF NUMBERS	520 59	367	Students Exempt from Both Tests : ARD	561 29
	3. EQUIVALENCIES	400 45	487	Other Students Not Tested	244 12
	4. EXPONENTIAL/STANDARD NOTATION	581 66	306	Number of Students Tested	1088 56
	5. FRACTIONS, MIXED NUMBERS (+, -, x, ÷)	179 20	708	ETHNIC COMPOSITION	
	6. DECIMALS (+, -, x, ÷)	632 71	255	American Indian or Alaskan Native	8 0
	7. INTEGERS (+)	459 52	428	Asian or Pacific Islander	16 1
	8. MULTIPLE OPERATIONS (+, -, x, ÷)	245 28	642	Black	317 16
	9. PROPORTION	284 32	603	Hispanic	698 36
	10. PERCENT	432 49	455	White	920 47
	11. MEASUREMENT UNITS	200 23	687	FREE/REDUCED PRICE MEAL PROGRAM	550 28
	12. GEOMETRIC FORMULAS	374 42	513	CHAPTER I PROGRAMS	
	13. GEOMETRIC PROPERTIES	300 34	587	Chapter I Regular Program	88 4
	14. AVERAGES	478 54	409	Chapter I Migrant Remedial Mathematics Program	12 1
	15. PROBABILITY	380 43	507	Chapter I Migrant Remedial Reading Program	9 0
	16. CHARTS, GRAPHS	655 74	232	Chapter I Migrant Remedial Writing Program	5 0
	17. FORMULAS	154 17	733	VOCATIONAL EDUCATION PROGRAMS	
	18. EQUATIONS	226 25	661	Currently Enrolled	1095 56
LANGUAGE ARTS	STUDENTS TESTED: 887 TOTAL MATHEMATICS: 196 22 691			Previous Credit	634 32
	MATHEMATICS SCALED SCORE: 632			No Information Available	236 12
				Never Received Credit	400 20
				LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS	
				Limited English Proficient Students	141 7
				Bilingual Program	6 0
				English as a Second Language Program	62 3
				SPECIAL EDUCATION PROGRAMS	
				Learning Disability	1549 79
				Emotionally Disturbed	187 10
				Speech Handicapped	47 2
				Visually Handicapped	23 1
				Other Handicapping Condition	199 10
				GIFTED/TALENTED PROGRAM	
				Graduation Plans	4 0
				Regular	1902 97
				Advanced/Advanced with Honors	57 3
				CONTINUOUS ENROLLMENT IN DISTRICT	
				One or Two Years	447 23
				Three Years or More	1512 77
				AT-RISK STUDENTS	1028 52
	STUDENTS TESTED: 670 TOTAL LANGUAGE ARTS: 195 29 475			PASS/FAIL SUMMARY	
	LANGUAGE ARTS SCALED SCORE: 670			Based on 1088 Students who took one or both tests	
				Passed All Tests Taken	228 21
				Failed One Test Only	554 51
				Failed Both Tests	306 28

FIGURE 14



02/04/91

STATEWIDE

TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS SUMMARY REPORT

NON SPECIAL EDUCATION STUDENTS

REPORT DATE: NOVEMBER 1990

DATE OF TESTING: OCTOBER 1990

GRADE: 12-EXIT LEVEL

SUBJECT AREAS TESTED	TEST PERFORMANCE				GROUP CHARACTERISTICS			
	OBJECTIVES	MASTERING NUMBER	PERCENT	NOT MASTERING NUMBER	BASED ON 23116 ANSWER DOCUMENTS SUBMITTED	NUMBER	PERCENT	
MATHEMATICS	1. SEQUENCING OF NUMBERS	13539	79	3601	Students Absent from Both Tests	768	3	
	2. ROUNDING OF NUMBERS	12416	72	4724	Students Exempt from Both Tests : ARD	184	1	
	3. EQUIVALENCIES	11523	67	5617	Other Students Not Tested	1864	8	
	4. EXPONENTIAL/STANDARD NOTATION	15825	92	1315	Number of Students Tested	20300	88	
	5. FRACTIONS, MIXED NUMBERS (+, -, ×, ÷)	7284	42	9856	ETHNIC COMPOSITION			
	6. DECIMALS (+, -, ×, ÷)	15466	90	1674	American Indian or Alaskan Native	54	0	
	7. INTEGERS (+)	13423	78	3717	Asian or Pacific Islander	639	3	
	8. MULTIPLE OPERATIONS (+, -, ×, ÷)	7877	46	9263	Black	4969	21	
	9. PROPORTION	9229	54	7911	Hispanic	8907	39	
	10. PERCENT	11487	67	5653	White	8547	37	
	11. MEASUREMENT UNITS	7073	41	10067	FREE/REDUCED PRICE MEAL PROGRAM	5834	25	
	12. GEOMETRIC FORMULAS	10910	64	6230	CHAPTER 1 PROGRAMS			
	13. GEOMETRIC PROPERTIES	9784	57	7356	Chapter 1 Regular Program	954	4	
	14. AVERAGES	13674	80	3466	Chapter 1 Migrant Remedial Mathematics Program	162	1	
	15. PROBABILITY	10912	64	6228	Chapter 1 Migrant Remedial Reading Program	199	1	
	16. CHARTS, GRAPHS	15637	91	1503	Chapter 1 Migrant Remedial Writing Program	88	0	
	17. FORMULAS	7773	45	9367	VOCATIONAL EDUCATION PROGRAMS			
	18. EQUATIONS	9766	57	7374	Currently Enrolled	9175	40	
LANGUAGE ARTS	STUDENTS TESTED: 17140 TOTAL MATHEMATICS: 9705	57	7435		Previous Credit	5706	25	
	MATHEMATICS SCALED SCORE: 715				No Information Available	3086	13	
					Never Received Credit	8333	36	
					LIMITED ENGLISH PROFICIENCY/BILINGUAL/ESL PROGRAMS			
					Limited English Proficient Students	2153	9	
					Bilingual Program	72	0	
					English as a Second Language Program	1270	5	
					SPECIAL EDUCATION PROGRAMS			
					Learning Disability	0	0	
					Emotionally Disturbed	0	0	
					Speech Handicapped	0	0	
					Visually Handicapped	0	0	
					Other Handicapping Condition	0	0	
					GIFTED/TALENTED PROGRAM	203	1	
					GRADUATION PLANS			
					Regular	21292	92	
					Advanced/Advanced with Honors	1824	8	
					CONTINUOUS ENROLLMENT IN DISTRICT			
					One or Two Years	8862	38	
					Three Years or More	14254	62	
					AT-RISK STUDENTS	10271	44	
	STUDENTS TESTED: 10593 TOTAL LANGUAGE ARTS: 7072	67	3521		PASS/FAIL SUMMARY			
	LANGUAGE ARTS SCALED SCORE: 735				BASED ON 20300 STUDENTS WHO TOOK ONE OR BOTH TESTS			
					Passed All Tests Taken	10867	54	
					Failed One Test Only	7910	39	
					Failed Both Tests	1523	8	

FIGURE 15

Section V

Grade 9 Results

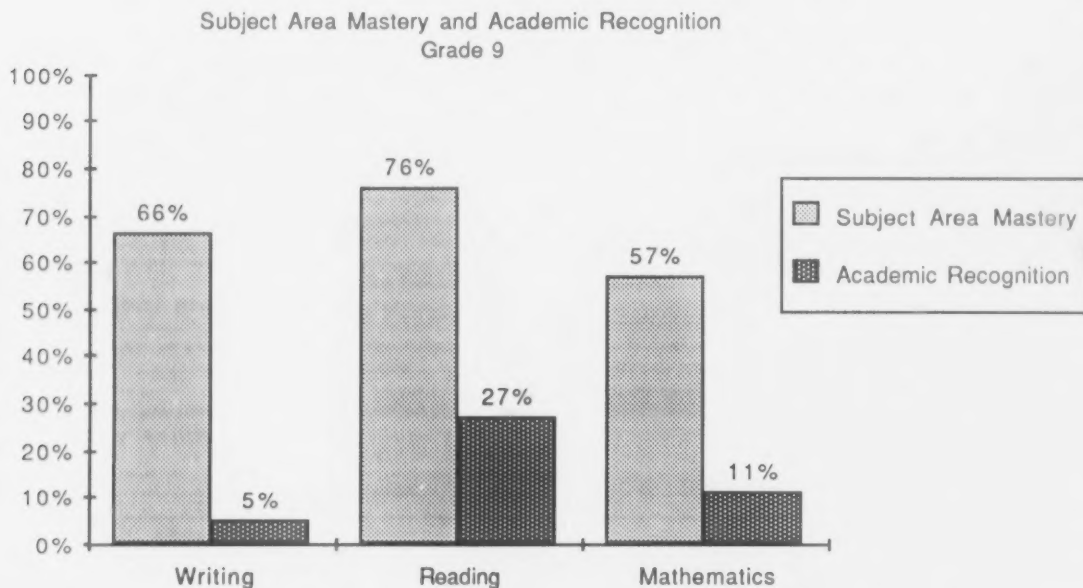
The Texas Assessment of Academic Skills (TAAS) test was administered to 246,303 Grade 9 students in October 1990. Forty-eight percent of the Grade 9 students passed all tests taken, and two percent of the students tested achieved Academic Recognition in the subject areas of writing, reading, and mathematics.

The table below illustrates the number of students tested statewide, the number and percent of students mastering the test, and the average scale score in each subject area.

**Student Performance by Subject Area
Grade 9**

	Total Tested	Mastered the Test	Average Scale Score
Writing	238,622	158,258 (66%)	1540
Reading	239,588	182,978 (76%)	1545
Mathematics	239,307	137,500 (57%)	1474

The following chart illustrates the percent of students mastering each subject area, as well as the percent of students achieving Academic Recognition for each subject area.



Subject Area Performance

Writing - In the October 1990 TAAS administration, Grade 9 students were required to write a persuasive/descriptive written composition on a practical writing task by formulating a position on a given issue and presenting reasons for the position in a logical, unified way that was convincing to a specified audience. Seventy-seven percent of the Grade 9 students wrote a successful written composition. Of the 183,360 students mastering the composition, thirty-eight percent (89,601 students) received a rating of 2, thirty-three percent (79,370 students) received a rating of 3, and six percent (14,389 students) received a rating of 4.

The Grade 9 Written Composition Analytic Information Summary Report shown in Figure 19 provides detailed scoring information for papers receiving ratings of 0 or 1. Ninety-three percent of the Grade 9 compositions that received a score of 1 were annotated as "lacked support and/or elaboration." Those students were unable to develop their ideas in a clear, logical, and thorough manner. While a small number of papers (225) received a rating of 0 because the student wrote off topic, the majority of papers that received a 0 did so because no writing was attempted.

Writing Objectives 5, 6, and 7 were measured by multiple-choice questions. The table below lists the mastery rates from highest to lowest for the three multiple-choice writing objectives.

Writing Objective Mastery	
<u>Objective</u>	
6. English Usage	79%
5. Sentence Construction	58%
7. Use of Spelling, Capitalization, and Punctuation	41%

Students had the highest mastery rate (79%) with Objective 6, which requires that students recognize appropriate English usage within the context of a written passage. On Objectives 5 and 6, Grade 9 students had difficulty with subject/verb and verb tense agreements. Higher mastery rates were attained by students who considered the subject or verb as it related to the meaning of the entire passage rather than an isolated phrase. Students had the most difficulty with Objective 7, which requires that students recognize appropriate spelling, capitalization, and punctuation within the context of a written passage (41% mastery). Students demonstrated weaknesses in identifying errors in language mechanics in that context. A focus in instruction on editing skills and editing their own writing or that of their classmates will help students develop an ability to recognize errors in spelling, capitalization, or punctuation.

Sixty-six percent of the Grade 9 students mastered the writing section of the TAAS test, and five percent of the students achieved Academic Recognition in writing by mastering all of the multiple-choice objectives and scoring a 4 on the written composition.

Reading - The table below lists the mastery rates from highest to lowest on the reading test.

Reading Objective Mastery	
Objective	
5. Inferences and Generalizations	74%
6. Point of View, Propaganda, and Fact and Nonfact	71%
3. Summarization	58%
4. Relationships and Outcomes	58%
2. Supporting Ideas	56%
1. Word Meaning	54%

Seventy-four percent of the students demonstrated an ability to analyze information in a variety of written texts in order to make inferences and generalizations. Students exhibited difficulties with choosing the best summary, perceiving relationships, recognizing outcomes, and identifying supportive ideas. Slightly more than half of the Grade 9 students mastered the objective requiring students to determine the meaning of words in a variety of written texts. A remediation strategy that encourages students to consider each test question in relation to the reading passage as a whole may assist student performance across each of these areas of difficulty.

Seventy-six percent of the Grade 9 students tested in reading demonstrated subject area mastery, and twenty-seven percent of the students tested achieved Academic Recognition by mastering each of the reading objectives.

Mathematics - The mathematics test assessed three broad domains: Concepts, Operations, and Problem-Solving. The table below lists the mathematics objective-level mastery rates from highest to lowest within each domain.

Mathematics Objective Mastery	
Objective	Concepts Domain
1. Number Concepts	90%
4. Measurement Concepts	74%
5. Probability and Statistics	69%
2. Algebraic/Mathematical Relations and Functions	62%
3. Geometric Properties and Relationships	45%
Operations Domain	
8. Use of Multiplication to Solve Problems	56%
6. Use of Addition to Solve Problems	55%
7. Use of Subtraction to Solve Problems	52%
9. Use of Division to Solve Problems	41%
Problem-Solving Domain	
10. Problem Solving using Estimation	52%
13. Evaluation of the Reasonableness of a Solution	40%
12. Problem Solving using Mathematical Representation	38%
11. Problem Solving using Solution Strategies	36%

In the Concepts Domain, ninety percent of the students demonstrated mastery of the mathematics objective that requires students to demonstrate an understanding of number concepts (Objective 1). In that same domain, however, only forty-five percent of the students tested showed mastery of Objective 3, which requires students to demonstrate an understanding of geometric properties and relationships. This low mastery rate suggests that students are not recognizing and applying basic terminology and concepts in geometry.

In general, Grade 9 students did not perform as well in the Operations Domain as they did in the Concepts Domain. In all four of the operations objectives, student mastery rates were less than sixty percent. The lowest performance rate in this domain occurred on Objective 9 (using the operation of division to solve problems) where only forty-one percent of the Grade 9 students tested demonstrated mastery. Students had difficulty both with choosing the correct operation (+, -, x, ÷) and with finding the exact answer, especially when decimals or fractions were part of the problem. While the objectives in the Operations Domain are essential in themselves, they also form the basic tools with which students can solve more complex problems. If these skills are weak, students have less opportunity for success with problem-solving.

The statewide results on the Grade 9 mathematics test show that students are relatively weak in the areas related to problem-solving. These data are not surprising since the October 1990 test represents a transition from testing minimum skills to testing higher order thinking skills. In the Problem-Solving Domain, students had the most difficulty in Objective 11, which requires students to determine solution strategies and analyze or solve problems (36% mastery). Three key difficulties characterized ninth grade responses in problem-solving. First, students often chose the wrong operation to solve a problem (e.g., they used addition rather than multiplication). Second, where two-step processes were required to reach a solution, student responses indicated that not all steps were completed. Third, students encountered difficulty identifying the process by which a solution could be obtained when not required to actually solve for a specific number.

Fifty-seven percent of the Grade 9 students tested demonstrated mastery in mathematics, and eleven percent of the students tested achieved Academic Recognition in mathematics by mastering all thirteen objectives.

Demographic Performance

Students - The statewide Demographic Performance Summary shown in Figure 20 shows objective-level and subject area mastery in writing, reading, and mathematics for each demographic category.

Fifty-one percent of the female students passed all tests taken, compared with forty-four percent of the male students. Females also performed better in each subject area, with the greatest difference in writing (thirteen percentage points), and a three percentage point difference in mathematics and reading.

At Grade 9, ten percent of the 12,811 students identified as limited English proficient (LEP) passed all tests taken, compared with fifty percent of the non limited English proficient students passing all tests taken. The difference in performance between LEP and non LEP students is evident as well in each subject area. Twenty-nine percent of the LEP students mastered the writing test and thirty-one percent mastered the reading test, scoring forty and forty-eight percentage points below the mastery rates of non LEP students, respectively. Performance on the mathematics test was similar, with a mastery rate of nineteen percent for LEP students, forty-one points below the mastery rate for non LEP students.

Of the 59,650 Grade 9 students who were identified as being at-risk of dropping out of school, twenty percent passed all tests taken, compared to a fifty-eight percent mastery rate for students not identified as at-risk. Compared to students not identified as at-risk, students identified as at-risk followed a similar pattern of performance across all three subject tests, achieving the highest mastery rate on the reading test (55%) and the lowest mastery rate on the mathematics test (29%).

Statewide mastery rates for Grade 9 students, aggregated by ethnicity, are displayed in the following chart.

**Mastery Rates by Ethnic Group
October 1990**

	<u>Number Tested</u>	<u>Mastery Rate</u>	<u>Average Scale Score</u>
Black			
Writing	32,614	52%	1471
Reading	32,722	64%	1467
Mathematics	32,727	37%	1374
Hispanic			
Writing	80,363	57%	1486
Reading	80,693	66%	1475
Mathematics	80,495	43%	1402
White			
Writing	117,247	76%	1594
Reading	117,786	87%	1614
Mathematics	117,702	72%	1547

The following tables aggregate assessment results by participation in a free or reduced price meal program (economically disadvantaged) and/or the Chapter 1 Regular program.

Economically Disadvantaged			
	<u>Number Tested</u>	<u>Mastery Rate</u>	<u>Average Scale Score</u>
Participants			
Writing	63,513	54%	1474
Reading	63,761	63%	1460
Mathematics	63,680	40%	1390
Nonparticipants			
Writing	169,994	71%	1566
Reading	170,720	82%	1579
Mathematics	170,547	64%	1508
Chapter 1 Regular Program			
	<u>Number Tested</u>	<u>Mastery Rate</u>	<u>Average Scale Score</u>
Participants			
Writing	11,468	45%	1440
Reading	11,516	49%	1401
Mathematics	11,491	26%	1336
Nonparticipants			
Writing	222,248	68%	1547
Reading	223,164	78%	1554
Mathematics	222,930	59%	1483

In the October 1990 TAAS administration, Grade 9 students were instructed to indicate whether they participated in either an athletic or non-athletic extracurricular activity or both or whether they did not participate in any type of extracurricular activity. The October 1990 data show the highest mastery rate (67%) among those students who participated in both athletic and non-athletic activities. Students who only participated in non-athletic activities showed a slightly higher mastery rate (61%) than did students who only participated in athletic activities (56% mastery). There is a significant drop in the mastery rate (33%) for those students who did not participate in any extracurricular activities.

District - The District Analysis Report displays student performance results categorized by various district demographic groupings. Results aggregated by district type show that major suburban (55% mastery), fast growing, non metropolitan (53% mastery), and rural (53% mastery) districts posted the highest percentages of students passing all tests taken.

Results aggregated by district wealth in equal refined average daily attendance groups show a thirty-three percentage point difference between the lowest and highest wealth groupings.

Education service center (ESC) results show that Region I (Edinburg) had the lowest percentage of students passing all tests taken (33%), while Region IX (Wichita Falls) had the highest mastery rate (59%).

Remediation - Section 21.557 of the Texas Education Code requires districts to provide remedial instruction for students failing any section of the TAAS test. The Grade 9 TAAS test identified 129,166 Grade 9 students who will require remediation in one or more subject areas.

**Grade 9 Students Requiring Remediation
October 1990**

Failed One Test Only	55,033	22%
Failed Two Tests Only	38,651	16%
Failed All Three Tests	<u>35,482</u>	<u>14%</u>
Total	129,166	52%



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 09

ALL STUDENTS

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

TEST PERFORMANCE						GROUP CHARACTERISTICS					
						NUMBER	PERCENT				
WRITING						Total Answer Documents Submitted				274121	100
WRITTEN COMMUNICATION						Students Absent From All Tests				10215	4
						Students Exempt From All Tests: ARD				11872	4
						Students Exempt From All Tests: LEP				3002	1
						Other Students Not Tested				1929	1
						Number Of Students Tested				246303	90
1-4 WRITTEN COMPOSITION - PERSUASIVE						GROUP PERFORMANCE					
RATING:						- = no data reported for fewer than five students					
NUMBER:						* = status as of March 16, 1990					
PERCENT:						NUMBER TESTED	PERCENT PASSING ALL TESTS TAKEN	PERCENT ACHIEVING ACADEMIC RECOGNITION			
NUMBER USING WRONG PURPOSE/MODE: 12767						All Students	246303	48	2		
NUMBER WRITING OFF TOPIC: 225						Male	126532	44	2		
						Female	119265	51	2		
5. SENTENCE CONSTRUCTION						American Indian or Alaskan Native	635	50	1		
6. ENGLISH USAGE						Asian or Pacific Islander	5147	69	7		
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION						Black	33826	28	0		
						Hispanic	83353	34	0		
						White	120487	62	3		
NUMBER TESTED IN WRITING: 238622						Economically Disadvantaged: Yes	65853	30	0		
AVERAGE SCALE SCORE: 1540						No	175075	54	3		
TEAMS EQUIVALENT: 738						Chapter 1 Regular Program: Yes	11856	17	0		
						No	229255	49	2		
						Migrant Status: Former	2281	26	0		
						Current	2969	24	0		
						Nonmigrant	230977	48	2		
						Chapter 1 Migrant: Remedial Writing	419	24	0		
						Remedial Reading	1343	21	0		
						Remedial Mathematics	675	21	0		
						Eligible Nonparticipants	2676	28	0		
						Limited English Proficient: Yes	12811	10	0		
						No	228530	50	2		
						Bilingual/ESL Program: Bilingual	326	11	0		
						ESL	10915	9	0		
						Neither	229972	50	2		
						Special Education: Learning Disability	8125	9	0		
						Emotionally Disturbed	1507	16	0		
						Speech Handicapped	934	24	0		
						Visually Handicapped	105	31	2		
						Other Handicap Condition	917	24	0		
						Not In Special Education	230137	50	2		
						Gifted-Talented Program: Yes	19721	93	13		
						No	220931	44	1		
						At-Risk: Yes	59650	20	0		
						No	173659	58	3		
						Continuous Enrollment: One Year	30957	43	1		
						Two Years	19888	46	2		
						Three Years	18748	51	2		
						Four Years	12085	52	2		
						Five Years	9157	52	2		
						More Than Five Years	134601	49	2		
						Mode of Entry: Alternative to Social Prom.	7162	17	0		
						Retained	15940	23	0		
						Promoted	207163	51	2		
						Extracurricular Activities: Athletic	100240	56	3		
						Nonathletic	100237	61	3		
						Both	44049	67	4		
						Nonparticipants	82784	33	1		
1-4 WRITTEN COMPOSITION - PERSUASIVE											
RATING:											
NUMBER:											
PERCENT:											
NUMBER USING WRONG PURPOSE/MODE: 12767											
NUMBER WRITING OFF TOPIC: 225											
5. SENTENCE CONSTRUCTION											
6. ENGLISH USAGE											
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION											
NUMBER TESTED IN WRITING: 238622											
AVERAGE SCALE SCORE: 1540											
TEAMS EQUIVALENT: 738											
TOTAL WRITING: MASTERY LEVEL						158258	66				
ACADEMIC RECOGNITION						11100	5				
READING											
READING COMPREHENSION											
1. WORD MEANING						129212	54				
2. SUPPORTING IDEAS						135121	56				
3. SUMMARIZATION						138594	58				
4. RELATIONSHIPS AND OUTCOMES						138666	58				
5. INFERENCES AND GENERALIZATIONS						178013	74				
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT						168999	71				
NUMBER TESTED IN READING: 239588											
AVERAGE SCALE SCORE: 1545											
TEAMS EQUIVALENT: 792											
TOTAL READING: MASTERY LEVEL						182978	76				
ACADEMIC RECOGNITION						65017	27				
MATHEMATICS											
CONCEPTS											
1. NUMBER CONCEPTS						215039	90				
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS						147392	62				
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS						108358	45				
4. MEASUREMENT CONCEPTS						178075	74				
5. PROBABILITY AND STATISTICS						164771	69				
OPERATIONS											
6. USE OF ADDITION TO SOLVE PROBLEMS						131976	55				
7. USE OF SUBTRACTION TO SOLVE PROBLEMS						125562	52				
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS						135036	56				
9. USE OF DIVISION TO SOLVE PROBLEMS						96959	41				
PROBLEM SOLVING											
10. PROBLEM SOLVING USING ESTIMATION						125329	52				
11. PROBLEM SOLVING USING SOLUTION STRATEGIES						86552	36				
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION						91980	38				
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION						94586	40				
NUMBER TESTED IN MATHEMATICS: 239307											
AVERAGE SCALE SCORE: 1474											
TEAMS EQUIVALENT: 797											
TOTAL MATHEMATICS: MASTERY LEVEL						137500	57				
ACADEMIC RECOGNITION						25597	11				



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 09

SPECIAL EDUCATION STUDENTS

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

TEST PERFORMANCE						GROUP CHARACTERISTICS		
						NUMBER	PERCENT	
WRITING						Total Answer Documents Submitted	22640	100
WRITTEN COMMUNICATION						Students Absent From All Tests	922	4
1-4 WRITTEN COMPOSITION - PERSUASIVE						Students Exempt From All Tests: ARD	10331	46
RATING:	0	1	2	3	4	Students Exempt From All Tests: LEP	60	0
NUMBER:	195	4917	3552	1061	82	Other Students Not Tested	404	2
PERCENT:	2	50	36	11	1	Number Of Students Tested	10923	48
NUMBER USING WRONG PURPOSE/MODE: 908						GROUP PERFORMANCE		
NUMBER WRITING OFF TOPIC: 23						- = no data reported for fewer than five students	NUMBER TESTED	PERCENT PASSING ALL TESTS TAKEN
5. SENTENCE CONSTRUCTION						* = status as of March 16, 1990		PERCENT ACHIEVING ACADEMIC RECOGNITION
6. ENGLISH USAGE						All Students	10923	12
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION						Male	7561	11
NUMBER TESTED IN WRITING: 9807						Female	3345	14
AVERAGE SCALE SCORE: 1377						American Indian or Alaskan Native	24	0
TEAMS EQUIVALENT: 637						Asian or Pacific Islander	91	24
TOTAL WRITING: MASTERY LEVEL						Black	1632	7
ACADEMIC RECOGNITION						Hispanic	3566	8
						White	5547	17
READING						Economically Disadvantaged: Yes	3751	8
READING COMPREHENSION						No	7044	15
1. WORD MEANING						*Chapter 1 Regular Program: Yes	695	6
2. SUPPORTING IDEAS						No	10127	13
3. SUMMARIZATION						*Migrant Status: Former	97	8
4. RELATIONSHIPS AND OUTCOMES						Current	121	3
5. INFERENCES AND GENERALIZATIONS						Nonmigrant	10364	13
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT						*Chapter 1 Migrant: Remedial Writing	12	0
NUMBER TESTED IN READING: 9954						Remedial Reading	53	6
AVERAGE SCALE SCORE: 1377						Remedial Mathematics	29	7
TEAMS EQUIVALENT: 705						Eligible Nonparticipants	98	5
TOTAL READING: MASTERY LEVEL						*Limited English Proficient: Yes	688	3
ACADEMIC RECOGNITION						No	10135	13
						*Bilingual/ESL Program: Bilingual	25	4
MATHEMATICS						ESL	453	2
CONCEPTS						Neither	10326	13
1. NUMBER CONCEPTS						*Special Education: Learning Disability	8125	9
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS						Emotionally Disturbed	1507	16
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS						Speech Handicapped	934	24
4. MEASUREMENT CONCEPTS						Visually Handicapped	105	31
5. PROBABILITY AND STATISTICS						Other Handicap Condition	917	24
OPERATIONS						Not In Special Education	0	-
6. USE OF ADDITION TO SOLVE PROBLEMS						*Gifted-Talented Program: Yes	97	69
7. USE OF SUBTRACTION TO SOLVE PROBLEMS						No	10688	12
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS						*At-Risk: Yes	4517	6
9. USE OF DIVISION TO SOLVE PROBLEMS						No	5822	16
PROBLEM SOLVING						*Continuous Enrollment: One Year	1198	11
10. PROBLEM SOLVING USING ESTIMATION						Two Years	879	12
11. PROBLEM SOLVING USING SOLUTION STRATEGIES						Three Years	887	14
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION						Four Years	531	17
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION						Five Years	405	12
NUMBER TESTED IN MATHEMATICS: 10095						More Than Five Years	5971	12
AVERAGE SCALE SCORE: 1288						Mode of Entry: Alternative to Social Prom.	536	5
TEAMS EQUIVALENT: 701						Retained	785	11
TOTAL MATHEMATICS: MASTERY LEVEL						Promoted	8738	13
ACADEMIC RECOGNITION						Extracurricular Activities: Athletic	3601	14
						Nonathletic	2985	18
						Both	1002	21
						Nonparticipants	4847	10

FIGURE 17



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 09

NON SPECIAL EDUCATION STUDENTS

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

TEST PERFORMANCE				GROUP CHARACTERISTICS					
				NUMBER		PERCENT			
WRITING				245023		100			
WRITTEN COMMUNICATION				8677		4			
1-4 WRITTEN COMPOSITION - PERSUASIVE				1248		1			
RATING:				3522		1			
NUMBER:				1439		1			
PERCENT:				230137		94			
NUMBER USING WRONG PURPOSE/MODE: 11425									
NUMBER WRITING OFF TOPIC: 187									
5. SENTENCE CONSTRUCTION									
6. ENGLISH USAGE									
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION									
NUMBER TESTED IN WRITING: 223878									
AVERAGE SCALE SCORE: 1548									
TEAMS EQUIVALENT: 743									
TOTAL WRITING: MASTERY LEVEL				153073		68			
ACADEMIC RECOGNITION				10904		5			
READING									
READING COMPREHENSION									
1. WORD MEANING				123683		55			
2. SUPPORTING IDEAS				129715		58			
3. SUMMARIZATION				133606		59			
4. RELATIONSHIPS AND OUTCOMES				133378		59			
5. INFERENCES AND GENERALIZATIONS				170571		76			
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT				161936		72			
NUMBER TESTED IN READING: 224686									
AVERAGE SCALE SCORE: 1554									
TEAMS EQUIVALENT: 796									
TOTAL READING: MASTERY LEVEL				175509		78			
ACADEMIC RECOGNITION				63177		28			
MATHEMATICS									
CONCEPTS									
1. NUMBER CONCEPTS				203710		91			
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS				141775		63			
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS				104291		46			
4. MEASUREMENT CONCEPTS				170292		76			
5. PROBABILITY AND STATISTICS				157973		70			
OPERATIONS									
6. USE OF ADDITION TO SOLVE PROBLEMS				127334		57			
7. USE OF SUBTRACTION TO SOLVE PROBLEMS				121475		54			
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS				130357		58			
9. USE OF DIVISION TO SOLVE PROBLEMS				93972		42			
PROBLEM SOLVING									
10. PROBLEM SOLVING USING ESTIMATION				120833		54			
11. PROBLEM SOLVING USING SOLUTION STRATEGIES				84165		38			
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION				89376		40			
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION				91269		41			
NUMBER TESTED IN MATHEMATICS: 224285									
AVERAGE SCALE SCORE: 1484									
TEAMS EQUIVALENT: 802									
TOTAL MATHEMATICS: MASTERY LEVEL				133375		59			
ACADEMIC RECOGNITION				25063		11			



TEXAS ASSESSMENT OF ACADEMIC SKILLS

WRITTEN COMPOSITION ANALYTIC INFORMATION SUMMARY REPORT

GRADE: 09

DISTRICT: STATEWIDE

CAMPUS:

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 0 OR 1 WERE SCORED ANALYTICALLY. FOR EACH CATEGORY THE NUMBER OF PAPERS HAVING THAT DEFICIENCY IS INDICATED. A STUDENT'S PAPER MAY BE LISTED IN MORE THAN ONE CATEGORY. PAPERS RECEIVING WRITTEN COMPOSITION RATINGS OF 2, 3 OR 4 WERE NOT SCORED ANALYTICALLY.

ANALYTIC CATEGORY	NUMBERS OF PAPERS	
	RATING OF 0	RATING OF 1
Used wrong purpose/mode	147	12620
Lacked organization/structure	135	7289
Lacked support/elaboration.	192	49736
Lacked language control	181	4784
Wrote off topic	225	
No writing attempted	1369	
Wrote in a foreign language	72	
Paper was illegible/incoherent	19	
Did not write enough to score	70	
Copied the prompt	175	
Explicitly refused to write	51	

WRITTEN COMPOSITION RATING SUMMARY						
RATING:	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>TOTAL</u>
NUMBER:	1981	53281	89601	79370	14389	238622
PERCENT:	1	22	38	33	6	

FIGURE 19



TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY

02/14/91

PAGE 1 OF 2

REPORT DATE: DECEMBER 1990			WRITING										READING												
DATE OF TESTING: OCTOBER 1990			WRITTEN COMMUNICATION										READING COMPREHENSION												
GRADE 09			1 2 3 4 5 6 7										1 2 3 4 5 6 7 8												
STATEWIDE			WRITTEN COMPOSITION SENTENCE CONSTRUCTION ENGLISH USAGE USE OF SPELLING, CAPITALIZATION AND PUNCTUATION AVERAGE SCALE SCORE PERCENT MASTERING WRITING TEST PERCENT ACHIEVING ACADEMIC RECOGNITION IN COMPOSITION + ALL OBJECTIVES MASTERED										WORD MEANING SUPPORTING IDEAS SUMMARIZATION RELATIONSHIPS AND OUTCOMES INFERENCES AND GENERALIZATIONS POINT OF VIEW PROPAGANDA AND FACT AND NONFACT AVERAGE SCALE SCORE PERCENT MASTERING READING TEST PERCENT ACHIEVING ACADEMIC RECOGNITION												
			PERCENT OF STUDENTS DEMONSTRATING MASTERY = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS										PERCENT OF STUDENTS DEMONSTRATING MASTERY = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS												
* = STATUS AS OF MARCH 16, 1990			PERCENT PASSING ALL TESTS TAKEN	NUMBER OF STUDENTS TESTED											NUMBER OF STUDENTS TESTED										
ALL STUDENTS TESTED			48	238622	77	58	79	41	1540	66	5	239588	54	56	58	58	74	71	1545	76	27				
MALE			44	122155	72	52	77	34	1509	60	4	122730	54	56	56	58	73	68	1538	75	27				
FEMALE			51	116002	82	64	81	48	1573	72	6	116385	54	57	60	58	76	74	1552	78	28				
NO INFORMATION PROVIDED			34	465	66	44	68	30	1471	52	2	473	45	46	45	47	60	62	1475	63	16				
AMERICAN INDIAN OR ALASKAN NATIVE			50	621	80	54	79	37	1533	68	4	616	54	56	58	59	75	69	1538	77	25				
ASIAN OR PACIFIC ISLANDER			59	5074	85	72	88	40	1621	79	13	5073	54	59	70	70	82	77	1607	82	40				
BLACK			58	32614	85	72	88	40	1621	79	13	32613	54	59	70	70	82	77	1607	82	40				
HISPANIC			62	80363	70	47	75	30	1486	57	3	80693	49	46	44	46	65	61	1475	66	15				
WHITE			62	117297	84	68	88	50	1594	76	7	117786	66	71	70	85	80	1614	87	39					
NO INFORMATION PROVIDED			34	2703	64	47	70	30	1471	52	2	2698	48	48	49	49	65	62	1490	67	21				
ECONOMICALLY DISADVANTAGED: YES			30	63513	69	45	69	28	1474	54	1	63761	37	44	42	44	62	57	1460	63	13				
NO			54	169994	80	63	83	46	1566	71	6	170720	60	61	64	63	79	76	1579	82	33				
NO INFO. PROV.			34	5115	67	47	70	31	1481	54	3	5107	45	46	47	49	63	60	1482	65	19				
*CHAPTER 1 REGULAR PROGRAM: YES			17	11468	66	33	62	17	1440	45	0	11516	29	34	28	31	50	46	1401	49	5				
NO			49	222248	78	59	80	42	1547	68	6	223164	55	58	60	59	72	72	1554	78	28				
NO INFO. PROV.			33	4906	65	46	70	30	1473	51	2	4908	45	46	47	48	64	61	1483	66	19				
*MIGRANT STATUS: FORMER			26	2213	68	40	70	23	1464	52	1	2223	32	39	34	38	56	50	1425	54	9				
CURRENT			54	2890	85	69	86	49	1446	68	1	2887	57	57	60	59	71	71	1497	75	29				
NONMIGRANT			58	223910	78	59	80	41	1544	67	6	224938	55	58	60	59	72	72	1549	78	28				
NO INFORMATION PROVIDED			38	9609	67	51	74	37	1496	55	3	9640	45	48	47	48	64	66	1519	71	25				
*CHAPTER 1 MIGRANT: REMEDIAL WRITING			24	407	61	35	65	22	1441	46	0	405	29	33	28	32	55	46	1405	53	8				
REMEDIAL READING			21	1294	64	44	64	24	1439	46	0	1302	27	33	28	32	55	46	1405	53	8				
REMEDIAL MATHEMATICS			21	654	63	44	64	19	1438	45	0	654	27	33	28	32	55	46	1405	53	8				
ELIGIBLE NONPARTICIPANTS			28	68	61	35	65	33	1442	46	0	68	29	33	28	32	55	46	1405	53	8				
NO INFORMATION PROVIDED			37	10558	67	50	73	35	1493	55	3	10566	49	51	52	52	68	65	1511	70	23				
*LIMITED ENGLISH PROFICIENT: YES			10	12319	49	23	47	11	1370	29	0	12380	20	24	17	20	33	31	1328	31	2				
NO			50	221628	79	60	81	43	1551	69	6	223554	56	58	60	60	74	74	1559	79	29				
NO INFO. PROV.			34	4677	65	47	70	32	1478	52	3	4674	47	47	49	49	64	61	1490	66	20				
*BILINGUAL/ESL PROGRAM: BILINGUAL			11	313	46	28	51	11	1349	27	0	309	22	30	21	28	35	34	1340	35	6				
ESL			9	10530	47	22	45	11	1357	27	0	10577	22	30	21	28	35	34	1340	35	6				
NEITHER			50	222972	79	60	81	43	1551	69	6	223554	56	58	60	60	74	74	1559	79	29				
NO INFORMATION PROV.			34	4807	65	47	70	31	1476	52	3	4807	46	46	47	48	64	60	1484	65	19				

FIGURE 20



02/14/91

TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY

PAGE 2 OF 2

REPORT DATE: DECEMBER 1990			WRITING										READING																							
DATE OF TESTING OCTOBER 1990			WRITTEN COMMUNICATION										READING COMPREHENSION																							
GRADE 09			WRITTEN COMPOSITION				SENTENCE CONSTRUCTION		ENGLISH USAGE		USE OF SPELLING, CAPITALIZATION AND PUNCTUATION		AVERAGE SCALE SCORE		PERCENT MASTERING WRITING TEST		PERCENT ACHIEVING ACADEMIC RECOGNITION 14 ON COMPOSITION OBJECTIVES MASTERED		WORD MEANING		SUPPORTING IDEAS		SUMMARIZATION		RELATIONSHIPS AND OUTCOMES		INFERENCES AND GENERALIZATIONS		POINT OF VIEW PROPAGANDA, AND FACT AND NONFACT		AVERAGE SCALE SCORE		PERCENT MASTERING READING TEST		PERCENT ACHIEVING ACADEMIC RECOGNITION 14 ON READING OBJECTIVES	
STATEWIDE			PERCENT OF STUDENTS DEMONSTRATING MASTERY										PERCENT OF STUDENTS DEMONSTRATING MASTERY																							
* = STATUS AS OF MARCH 16, 1990			- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS										- = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS																							
			PERCENT PASSING ALL TESTS TAKEN		NUMBER OF STUDENTS TESTED								NUMBER OF STUDENTS TESTED																							
*SPECIAL EDUCATION: LEARNING DISABILITY			9	7220	46	17	46	18	1359	21	0	7336	29	27	21	20	38	36	1351	37	5															
EMOTIONALLY DISTURBED			16	1378	44	31	69	18	1394	21	0	1394	27	27	21	20	38	36	1429	54	19															
SPEECH HANDICAPPED			24	881	57	1	89	1	889	41	0	889	41	41	40	40	49	46	1602	48	11															
VISUALLY HANDICAPPED			31	98	66	7	77	1	101	49	0	101	49	49	48	48	66	66	1508	73	20															
OTHER HANDICAP CONDITION			34	840	55	37	62	1	852	41	0	852	41	41	40	49	53	49	1622	56	16															
NOT IN SPECIAL EDUCATION			34	223878	50	60	80	1	224686	50	0	224686	50	50	49	79	79	79	1554	78	1															
NO INFORMATION PROVIDED			35	4936	57	48	70	1	4947	55	0	4947	55	55	48	64	64	61	1488	66	1															
*GIFTED-TALENTED PROGRAM: YES			93	19536	96	94	98	83	1769	95	23	19572	87	90	94	93	98	96	1784	99	74															
NO			44	213746	75	55	77	37	1521	64	23	214665	51	54	55	72	68	68	1575	75	23															
NO INFO. PROV.			34	5340	66	46	70	32	1477	52	23	5351	46	46	48	63	63	61	1485	65	20															
*AT-RISK: YES			20	56640	64	34	64	20	1439	45	1	57054	36	37	34	36	54	51	1426	55	9															
NO			58	169429	82	66	89	48	1576	74	4	169956	61	63	66	82	77	77	1588	84	34															
NO INFORMATION PROVIDED			40	12553	72	52	74	35	1509	60	4	12578	47	51	51	56	68	64	1507	69	22															
*CONTINUOUS ENROLLMENT: ONE YEAR			43	29611	73	54	76	36	1513	61	3	29820	53	53	56	61	68	68	1508	74	24															
TWO YEARS			46	19205	74	56	77	36	19326	63	3	19326	53	53	57	72	69	69	1525	74	37															
THREE YEARS			46	18195	79	59	80	42	18279	69	3	18279	56	60	60	76	73	73	1557	78	39															
FOUR YEARS			46	11782	80	60	80	61	11810	71	3	11810	61	61	61	77	73	73	1562	79	39															
FIVE YEARS			49	130974	78	59	80	42	131227	70	3	131227	58	59	61	77	73	73	1564	79	39															
MORE THAN FIVE YEARS			40	19950	70	52	74	36	1509	58	3	19982	49	52	52	68	65	65	1514	71	23															
NO INFO. PROV.			40	19950	70	52	74	36	1509	58	3	19982	49	52	52	68	65	65	1514	71	23															
MODE OF ENTRY: ALTERNATIVE TO SOCIAL PROM.			17	6692	54	30	61	17	1410	35	1	6704	35	35	32	49	47	47	1411	50	10															
RETAINED			33	14648	59	28	61	17	14771	39	1	14771	35	35	32	49	47	47	1464	50	10															
PROMOTED			67	201905	74	61	80	42	1254	69	3	202700	53	53	50	69	69	69	1469	73	26															
NO INFORMATION PROVIDED			42	15377	72	54	75	37	1518	61	3	15413	49	52	53	69	66	66	1515	71	23															
EXTRACURRICULAR ACTIVITIES: ATHLETIC			56	98305	82	63	81	46	1569	73	3	98568	53	63	64	80	76	76	1579	82	32															
NONATHLETIC			21	98403	85	69	86	46	1601	78	3	98546	53	63	64	80	76	76	1579	82	32															
BOTH			67	43518	87	72	87	46	1566	78	3	43525	67	67	64	80	76	76	1606	85	21															
NONPARTICIPANTS			43	79043	88	67	72	40	1481	55	3	79093	44	47	47	64	63	63	1483	66	17															
NO INFO. PROV.			27	3464	56	37	60	25	1413	42	1	3687	37	41	39	54	53	53	1426	56	14															



TEXAS ASSESSMENT OF ACADEMIC SKILLS DEMOGRAPHIC PERFORMANCE SUMMARY

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REPORT DATE DECEMBER 1990		MATHEMATICS																
DATE OF TESTING OCTOBER 1990		CONCEPTS					OPERATIONS				PROBLEM SOLVING				AVERAGE SCALE SCORE	PERCENT MASTERING MATHEMATICS TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION HALL OBJECTIVES MASTERED	
GRADE 09		1	2	3	4	5	6	7	8	9	10	11	12	13				
STATEWIDE		NUMBER CONCEPTS	ALGEBRAIC MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION				
* = STATUS AS OF MARCH 16, 1990		NUMBER OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS															
ALL STUDENTS TESTED		239307	90	62	45	74	69	55	52	56	41	52	36	38	40	1474	57	11
MALE		122713	90	61	48	77	69	52	50	56	40	52	37	37	42	1473	56	11
FEMALE		116127	90	62	44	72	69	55	53	55	41	52	37	37	42	1473	56	11
NO INFORMATION PROVIDED		467	79	48	32	61	55	41	37	43	26	52	36	36	42	1473	56	11
AMERICAN INDIAN OR ALASKAN NATIVE		602	91	63	46	76	70	53	55	56	39	52	35	35	42	1469	60	8
ASIAN OR PACIFIC ISLANDER		5092	94	84	65	89	82	42	47	41	34	52	35	35	42	1469	60	8
BLACK		32729	85	49	34	57	58	42	47	41	34	52	35	35	42	1469	60	8
HISPANIC		80495	86	50	32	66	58	42	47	41	34	52	35	35	42	1469	60	8
WHITE		117702	94	72	58	84	79	42	47	41	34	52	35	35	42	1469	60	8
NO INFORMATION PROVIDED		2689	83	52	37	65	58	42	47	41	34	52	35	35	42	1469	60	8
ECONOMICALLY DISADVANTAGED: YES		63680	85	49	31	64	56	44	40	44	28	52	35	35	42	1469	60	8
NO		170547	92	67	51	79	74	44	40	44	28	52	35	35	42	1469	60	8
NO INFO. PROV.		5080	82	51	34	65	57	44	40	44	28	52	35	35	42	1469	60	8
*CHAPTER 1 REGULAR PROGRAM: YES		11491	81	38	24	56	47	34	30	34	19	52	35	35	42	1469	60	8
NO		222930	90	63	47	78	70	44	40	44	28	52	35	35	42	1469	60	8
NO INFO. PROV.		4886	84	50	36	65	57	44	40	44	28	52	35	35	42	1469	60	8
*MIGRANT STATUS: FORMER		2213	83	44	28	63	50	42	38	41	27	52	35	35	42	1469	60	8
CURRENT		2592	81	43	27	75	70	42	38	41	27	52	35	35	42	1469	60	8
NONMIGRANT		224594	90	62	47	78	70	44	40	44	28	52	35	35	42	1469	60	8
NO INFORMATION PROVIDED		9606	86	54	41	68	62	42	38	41	27	52	35	35	42	1469	60	8
*CHAPTER 1 MIGRANT: REMEDIAL WRITING		408	85	43	28	66	56	42	38	41	27	52	35	35	42	1469	60	8
REMEDIAL READING		1307	81	40	27	75	70	42	38	41	27	52	35	35	42	1469	60	8
REMEDIAL MATHEMATICS		662	81	40	27	75	70	42	38	41	27	52	35	35	42	1469	60	8
ELIGIBLE NONPARTICIPANTS		2596	82	46	30	64	51	42	38	41	27	52	35	35	42	1469	60	8
NO INFORMATION PROVIDED		10544	86	53	40	68	61	42	38	41	27	52	35	35	42	1469	60	8
*LIMITED ENGLISH PROFICIENT: YES		12350	71	35	17	52	37	30	25	34	17	52	35	35	42	1469	60	8
NO		222309	91	63	47	78	70	44	40	44	28	52	35	35	42	1469	60	8
NO INFO. PROV.		4648	83	51	37	66	58	42	38	41	27	52	35	35	42	1469	60	8
*BILINGUAL/ESL PROGRAM: BILINGUAL		313	74	38	16	52	39	29	23	30	20	52	35	35	42	1469	60	8
ESL		10526	91	63	47	78	70	44	40	44	28	52	35	35	42	1469	60	8
NEITHER		225688	90	62	47	78	70	44	40	44	28	52	35	35	42	1469	60	8
NO INFORMATION PROV.		4780	83	50	36	66	58	42	38	41	27	52	35	35	42	1469	60	8



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TEXAS ASSESSMENT OF ACADEMIC SKILLS DEMOGRAPHIC PERFORMANCE SUMMARY

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REPORT DATE DECEMBER 1990 DATE OF TESTING OCTOBER 1990 GRADE 09 STATEWIDE		MATHEMATICS															
		CONCEPTS					OPERATIONS				PROBLEM SOLVING				AVERAGE SCALE SCORE	PERCENT MASTERING MATHEMATICS TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION (MASTERED)
		1	2	3	4	5	6	7	8	9	10	11	12	13			
		NUMBER CONCEPTS	ALGEBRAIC MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION			
* = STATUS AS OF MARCH 16, 1990		NUMBER OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS														
*SPECIAL EDUCATION: LEARNING DISABILITY		7487	69	26	20	41	35	20	16	20	11	20	8	8	8	1	
EMOTIONALLY DISTURBED		1300	76	26	20	41	35	20	16	20	11	20	8	8	8	1	
SPEECH HANDICAPPED		888	76	26	20	41	35	20	16	20	11	20	8	8	8	1	
VISUALLY HANDICAPPED		101	82	50	20	41	35	20	16	20	11	20	8	8	8	1	
OTHER HANDICAP CONDITION		861	76	26	20	41	35	20	16	20	11	20	8	8	8	1	
NOT IN SPECIAL EDUCATION		224285	81	26	20	41	35	20	16	20	11	20	8	8	8	1	
NO INFORMATION PROVIDED		4926	84	26	20	41	35	20	16	20	11	20	8	8	8	1	
*GIFTED-TALENTED PROGRAM: YES		19576	99	95	84	97	94	91	91	91	85	89	84	86	7	1	
NO		214413	89	59	42	73	67	49	49	49	39	49	39	39	1	1	
NO INFO. PROV.		5318	83	50	36	65	58	49	49	49	39	49	39	39	1	1	
*AT-RISK: YES		56975	82	41	28	59	51	34	30	34	20	32	14	16	1	1	
NO		169802	93	69	37	80	75	49	49	49	39	49	39	39	1	1	
NO INFORMATION PROVIDED		12530	86	55	37	69	61	49	49	49	39	49	39	39	1	1	
*CONTINUOUS ENROLLMENT: ONE YEAR		29779	88	59	41	73	65	49	49	49	39	49	39	39	1	1	
TWO YEARS		14271	88	61	44	74	65	49	49	49	39	49	39	39	1	1	
THREE YEARS		18279	90	64	48	77	70	49	49	49	39	49	39	39	1	1	
FOUR YEARS		11771	92	65	49	78	72	49	49	49	39	49	39	39	1	1	
FIVE YEARS		8949	91	64	49	78	72	49	49	49	39	49	39	39	1	1	
MORE THAN FIVE YEARS		13146	91	64	49	78	72	49	49	49	39	49	39	39	1	1	
NO INFO. PROV.		19917	86	59	40	69	62	49	49	49	39	49	39	39	1	1	
MODE OF ENTRY: ALTERNATIVE TO SOCIAL PROM.		6682	78	37	27	54	45	29	29	29	18	29	14	14	1	1	
RETAINED		14701	82	44	28	61	57	29	29	29	18	29	14	14	1	1	
PROMOTED		202538	91	64	49	78	72	49	49	49	39	49	39	39	1	1	
NO INFORMATION PROVIDED		15386	86	56	39	70	62	49	49	49	39	49	39	39	1	1	
EXTRACURRICULAR ACTIVITIES: ATHLETIC		98504	93	68	51	80	75	49	49	49	39	49	39	39	1	1	
NONATHLETIC		98550	93	71	51	81	77	49	49	49	39	49	39	39	1	1	
BOTH		43674	95	76	54	85	80	49	49	49	39	49	39	39	1	1	
NONPARTICIPANTS		79322	85	51	55	66	59	49	49	49	39	49	39	39	1	1	
NO INFO. PROV.		3768	78	44	50	59	52	49	49	49	39	49	39	39	1	1	

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District Analysis Report

Texas Assessment of Academic Skills
Grade 9
October 1990

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 9

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
ADA GROUPINGS										
6	OVER 50,000	42,582	34	54	68	45	1482	1497	1415	28,170
15	25,000 TO 49,999	43,913	52	70	80	62	1560	1564	1499	20,961
44	10,000 TO 24,999	58,399	49	68	76	58	1549	1545	1481	29,492
41	5,000 TO 9,999	22,766	46	66	75	56	1539	1537	1466	12,219
92	3,000 TO 4,999	29,371	51	70	78	60	1557	1559	1486	14,466
115	1,600 TO 2,999	19,571	50	69	78	60	1550	1554	1480	9,814
125	1,000 TO 1,599	11,848	51	69	80	62	1546	1560	1486	5,848
206	500 TO 999	11,236	54	71	83	65	1558	1578	1506	5,150
328	UNDER 500	6,587	54	70	84	68	1554	1585	1520	3,022
DISTRICT TYPE										
8	MAJOR URBAN	49,444	36	56	70	46	1489	1502	1420	31,868
61	MAJOR SUBURBAN	71,753	55	72	81	64	1569	1573	1510	32,493
23	OTHER CENTRAL CITY	31,643	47	66	74	56	1543	1534	1468	16,807
74	OTHER CC SUBURBAN	22,575	44	63	74	54	1527	1530	1457	12,627
65	INDEPENDENT TOWN	22,267	48	67	76	57	1546	1546	1472	11,585
79	NON-METRO FAST GROWING	7,374	53	69	79	63	1553	1568	1498	3,468
271	NON-METRO STABLE	31,412	50	70	79	60	1548	1556	1482	15,710
391	RURAL	9,805	53	70	83	66	1553	1580	1511	4,584
WEALTH (MEDIAN=\$157,104)										
100	UNDER \$82,513	27,686	34	58	64	44	1490	1473	1405	18,167
102	\$82,513 TO \$99,523	15,445	44	65	76	54	1527	1533	1451	8,601
102	\$99,524 TO \$115,679	10,014	48	67	77	58	1538	1546	1471	5,251
100	\$115,680 TO \$133,839	21,828	43	63	74	53	1521	1529	1451	12,527
102	\$133,840 TO \$157,103	25,707	50	68	79	60	1545	1558	1487	12,861
102	\$157,104 TO \$181,840	29,868	50	67	78	60	1545	1557	1487	15,032
99	\$181,841 TO \$220,234	32,906	52	71	79	61	1563	1563	1492	15,654
99	\$220,235 TO \$287,975	41,466	49	65	78	60	1539	1558	1488	21,252
89	\$287,976 TO \$443,845	34,593	50	69	78	60	1558	1558	1491	17,169
71	OVER \$443,845	6,102	60	77	84	69	1595	1591	1527	2,444
6	SPECIAL DISTRICTS	658	72	80	93	83	1621	1667	1611	184
WEALTH (ST AVG=\$205,696)										
671	UNDER \$205,696	149,077	46	66	75	56	1533	1536	1464	80,687
295	OVER \$205,696	96,538	50	67	78	60	1551	1558	1489	48,271
6	SPECIAL DISTRICTS	658	72	80	93	83	1621	1667	1611	184

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 9

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDIAATION
				WRITING	READING	MATH	WRITING	READING	MATH	
WEALTH BY EQUAL RADA PER GROUP										
25	UNDER \$51,611	13,848	30	55	58	38	1474	1445	1382	9,703
65	\$51,611 TO < \$79,599	12,123	38	59	70	48	1499	1498	1424	7,554
74	\$79,599 TO < \$93,431	12,541	44	66	75	53	1527	1527	1445	7,034
109	\$93,431 TO < \$111,174	12,092	48	67	77	58	1542	1546	1471	6,346
79	\$111,174 TO < \$124,674	13,110	43	61	75	56	1514	1535	1461	7,424
52	\$124,674 TO < \$133,840	11,259	42	65	73	51	1530	1525	1443	6,485
62	\$133,840 TO < \$147,075	12,238	50	70	79	60	1548	1554	1482	6,085
38	\$147,075 TO < \$156,339	11,532	51	67	79	61	1546	1564	1495	5,693
31	\$156,339 TO < \$183,010	12,653	46	64	77	57	1530	1549	1475	6,798
39	\$183,010 TO < \$174,981	13,131	50	68	78	59	1547	1553	1483	6,602
55	\$174,981 TO < \$190,253	12,156	55	72	81	64	1567	1575	1508	5,477
46	\$190,253 TO < \$206,247	13,084	56	73	82	64	1574	1578	1510	5,811
26	\$206,247 TO < \$217,719	12,790	48	68	76	56	1549	1542	1468	6,684
44	\$217,719 TO < \$244,860	11,712	57	74	82	65	1579	1580	1515	5,007
41	\$244,860 TO < \$288,755	8,453	58	75	83	67	1585	1592	1521	3,567
1	\$268,755 TO < \$269,138	13,802	31	46	68	45	1452	1497	1419	9,553
29	\$269,138 TO < \$298,578	12,541	56	70	84	67	1565	1592	1523	5,546
43	\$298,578 TO < \$367,048	12,541	49	65	78	60	1541	1556	1490	6,358
13	\$367,048 TO < \$388,497	12,942	45	70	73	52	1559	1527	1456	7,102
94	\$388,497 AND OVER	11,067	63	78	85	71	1603	1601	1545	4,129
6	SPECIAL DISTRICTS	658	72	80	93	83	1621	1667	1611	184
TOTAL TAX EFFORT (ST AVG=\$0.9606)										
219	UNDER 0.8092	32,762	42	63	71	52	1517	1513	1443	18,977
245	0.8092 TO UNDER 0.9716	98,012	44	63	75	55	1526	1536	1461	54,546
252	0.9716 TO UNDER 1.1289	66,050	51	70	78	60	1559	1558	1488	32,443
250	1.1289 AND OVER	48,791	53	70	80	63	1558	1568	1502	22,992
6	SPECIAL DISTRICTS	658	72	80	93	83	1621	1667	1611	184
M&O EFF. TAX EFFORT (MEDIAN=\$0.8130)										
232	UNDER 0.6780	45,645	42	63	71	51	1518	1513	1441	26,841
244	0.6780 TO 0.8129	91,711	45	64	76	56	1529	1542	1467	50,044
249	0.8130 TO 0.9647	65,685	52	70	79	61	1561	1562	1493	31,796
241	OVER 0.9647	42,574	52	69	79	62	1553	1560	1496	20,477
6	SPECIAL DISTRICTS	658	72	80	93	83	1621	1667	1611	184
M&O EFF. TAX EFFORT (ST AVG=\$0.8150)										
481	UNDER 0.8150	137,925	44	64	74	54	1526	1532	1458	76,929
485	OVER 0.8150	107,690	52	69	79	61	1558	1561	1494	52,029
6	SPECIAL DISTRICTS	658	72	80	93	83	1621	1667	1611	184

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 9

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES			STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION	
						WRITING	READING	MATH	WRITING	READING	MATH		
APR GROUPS: ENROLL WEALTH % LOW INC													
177	<1K	< AVG.	<40%	6,666	55	71	84	69	1559	1589	1519	2,970	
176	<1K	< AVG.	>=40	5,409	49	87	79	60	1539	1557	1485	2,782	
93	<1K	> AVG.	<40%	2,897	61	75	87	73	1576	1606	1542	1,052	
71	<1K	> AVG.	>=40	1,627	51	69	82	63	1542	1567	1499	798	
90	1K TO < 3K	< AVG.	<40%	11,070	52	68	81	63	1548	1568	1489	5,354	
85	1K TO < 3K	< AVG.	>=40	10,695	44	66	73	53	1529	1526	1450	5,975	
41	1K TO < 3K	> AVG.	<40%	5,300	59	78	84	68	1596	1591	1526	2,152	
25	1K TO < 3K	> AVG.	>=40	2,830	49	71	78	59	1547	1543	1477	1,431	
64	3K TO < 10K	< AVG.	<40%	22,344	52	70	80	61	1558	1567	1491	10,821	
37	3K TO < 10K	< AVG.	>=40	15,198	37	60	66	48	1505	1489	1420	9,546	
35	3K TO < 10K	> AVG.	<40%	13,158	58	75	83	68	1583	1594	1524	5,479	
4	3K TO < 10K	> AVG.	>=40	1,506	47	69	76	54	1565	1532	1460	796	
22	>10K	< AVG.	<40%	39,322	52	69	80	62	1554	1564	1499	18,743	
20	>10K	< AVG.	>=40	38,373	36	59	68	45	1498	1490	1414	24,496	
19	>10K	> AVG.	<40%	33,256	61	76	84	70	1601	1598	1542	12,906	
7	>10K	> AVG.	>=40	36,164	35	54	69	46	1483	1501	1419	23,657	
6	SPECIAL DISTRICTS			658	72	80	83	83	1621	1667	1611	184	
SPTB HIGHEST CATEGORY													
315	RESIDENTIAL			145,709	50	68	78	59	1549	1554	1484	73,208	
296	LAND			10,971	50	67	81	63	1539	1567	1494	5,465	
163	OIL AND GAS			13,257	47	68	75	56	1544	1535	1466	6,960	
192	BUSINESS			75,678	43	63	74	53	1521	1526	1452	43,325	
6	SPECIAL DISTRICTS			658	72	80	93	83	1621	1667	1611	184	
SMALL/SPARSE ADJSTMNT (ST AVG=29.7%)													
290	NO SMALL/SPARSE ADJUSTMENT			213,453	47	66	76	56	1538	1541	1470	113,544	
192	UNDER 22.0%			17,756	51	69	80	62	1547	1562	1490	8,677	
186	22.0% TO UNDER 31.4%			8,429	55	72	83	66	1560	1580	1509	3,830	
178	31.4% TO UNDER 36.8%			3,718	53	69	84	67	1545	1584	1516	1,758	
126	36.8% AND OVER			2,917	54	70	83	67	1556	1587	1519	1,333	
PDI LEVEL (MEDIAN=1.07)													
232	UNDER 1.05			6,566	57	73	85	70	1567	1592	1523	2,828	
109	1.05 TO UNDER 1.06			5,908	54	71	83	66	1560	1584	1509	2,715	
226	1.06 TO UNDER 1.08			18,701	53	71	82	64	1559	1577	1502	8,754	
233	1.08 TO 1.11			41,857	53	72	80	63	1565	1568	1497	19,539	
172	1.11 AND OVER			173,241	45	64	74	55	1530	1533	1463	95,308	

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 9

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
OPERATING COST/RADA (ST AVG= \$3,837)										
206	UNDER \$3,476	59,106	49	68	78	59	1544	1553	1478	30,280
205	\$3,476 TO \$3,806	79,302	48	67	76	57	1541	1542	1472	41,570
205	\$3,807 TO \$4,211	62,510	44	62	75	55	1523	1536	1464	34,699
192	\$4,212 TO \$4,940	37,576	49	68	76	58	1553	1547	1481	19,184
164	OVER \$4,940	7,779	56	72	83	67	1568	1587	1521	3,409
ESC REGION										
36	I EDINBURG	20,092	33	57	62	42	1486	1464	1398	13,446
34	II CORPUS CHRISTI	7,875	47	70	76	55	1541	1537	1457	4,201
33	III VICTORIA	3,995	51	70	78	60	1552	1553	1486	1,951
52	IV HOUSTON	53,108	46	62	76	58	1522	1546	1481	28,532
29	V BEAUMONT	6,082	47	63	77	58	1528	1550	1473	3,226
54	VI HUNTSVILLE	7,426	50	68	79	59	1550	1563	1485	3,731
94	VII KILGORE	10,869	51	70	80	61	1560	1564	1486	5,302
40	VIII MT PLEASANT	3,526	53	72	81	63	1563	1574	1498	1,652
38	IX WICHITA FALLS	2,573	59	74	83	70	1573	1588	1531	1,063
75	X RICHARDSON	32,147	52	73	78	60	1575	1558	1490	15,278
70	XI FORT WORTH	21,499	54	71	80	63	1569	1570	1499	9,932
71	XII WACO	7,295	54	73	83	64	1571	1577	1500	3,334
53	XIII AUSTIN	13,984	52	68	80	62	1557	1573	1500	6,762
43	XIV ABILENE	3,252	53	71	82	66	1551	1573	1507	1,527
40	XV SAN ANGELO	3,416	48	64	77	59	1540	1553	1479	1,766
59	XVI AMARILLO	5,462	53	68	79	63	1549	1561	1501	2,592
60	XVII LUBBOCK	5,591	49	70	77	58	1555	1552	1481	2,878
31	XVIII MIDLAND	5,773	50	69	78	58	1550	1548	1477	2,889
12	XIX EL PASO	10,994	40	61	72	51	1508	1512	1435	6,583
48	XX SAN ANTONIO	21,314	41	62	74	52	1516	1527	1446	12,497
TEAMS: PCT PASSING ALL TESTS TAKEN										
60	UNDER 60%	10,044	28	52	59	38	1464	1448	1378	7,265
350	60% TO UNDER 75%	122,636	39	60	71	50	1505	1513	1435	74,443
517	75% TO UNDER 90%	108,780	57	74	83	67	1579	1585	1521	46,324
45	90% AND OVER	4,813	77	88	92	83	1693	1659	1622	1,110
DENSITY (ST AVG=11.34 RADA/SQ MI)										
494	LESS THAN 5	22,734	50	68	79	62	1543	1559	1488	11,347
268	5 TO UNDER 20	36,777	49	67	77	58	1544	1547	1475	18,933
113	20 TO UNDER 100	42,542	49	69	78	59	1550	1552	1478	21,514
91	100 AND OVER	143,562	46	65	75	56	1535	1540	1470	77,164
6	SPECIAL DISTRICTS	658	72	80	93	83	1621	1667	1611	184

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 9

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
RADA CHG:88/89-89/90 (ST AVG=1.57%)										
420	DECLINING RADA	65,093	43	65	74	53	1526	1526	1450	36,921
299	0% TO UNDER 3%	113,859	47	65	77	58	1536	1548	1475	60,184
156	3% TO UNDER 6%	49,724	52	70	78	61	1558	1557	1494	23,982
61	6% TO UNDER 10%	13,933	52	70	79	62	1558	1564	1500	6,647
36	10% AND OVER	3,664	62	81	83	69	1609	1587	1528	1,408
PCT BLACK PUPILS (ST AVG=14.50%)										
559	UNDER 5%	90,724	47	67	75	57	1541	1539	1471	47,701
132	5% TO UNDER 10%	47,240	54	71	81	64	1563	1574	1506	21,727
141	10% TO UNDER 20%	46,540	51	69	79	61	1553	1561	1491	22,945
72	20% TO UNDER 30%	14,390	52	69	80	61	1555	1567	1497	6,950
57	30% TO UNDER 50%	43,293	37	57	70	48	1497	1508	1427	27,159
11	50% AND OVER	4,086	35	55	67	46	1487	1492	1416	2,680
PCT HISPANIC PUPILS (ST AVG=33.10%)										
281	UNDER 5%	28,990	57	73	83	67	1582	1588	1518	12,485
157	5% TO UNDER 10%	39,824	57	73	83	67	1578	1586	1522	17,013
158	10% TO UNDER 20%	35,326	56	73	83	65	1572	1582	1515	16,639
97	20% TO UNDER 30%	33,216	47	68	77	57	1537	1545	1472	17,554
119	30% TO UNDER 50%	55,607	42	60	73	52	1513	1525	1450	32,511
160	50% AND OVER	53,310	36	60	67	45	1499	1488	1414	33,940
PCT MINORITY PUPILS (ST AVG=49.70%)										
92	UNDER 5%	5,478	58	74	85	69	1576	1593	1526	2,286
115	5% TO UNDER 10%	11,025	56	71	84	68	1566	1593	1522	4,826
185	10% TO UNDER 20%	28,529	60	77	85	69	1598	1597	1532	11,282
136	20% TO UNDER 30%	32,874	60	75	84	69	1586	1597	1535	13,304
219	30% TO UNDER 50%	51,545	51	69	79	61	1555	1559	1490	25,216
225	50% AND OVER	116,822	38	59	70	48	1502	1505	1429	72,226
PERCENT LOW INCOME (ST AVG=39.75%)										
136	UNDER 20%	55,618	62	77	85	71	1599	1603	1544	21,217
196	20% TO UNDER 30%	30,869	54	70	82	65	1559	1578	1507	14,184
213	30% TO UNDER 40%	47,568	49	68	78	59	1546	1553	1480	24,178
274	40% TO UNDER 60%	68,965	41	61	73	51	1510	1521	1443	40,947
111	60% TO UNDER 80%	25,371	37	60	68	47	1502	1492	1422	15,982
42	80% AND OVER	17,884	29	55	61	38	1474	1453	1379	12,636

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 9

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
AVG. TEACHER EXPER (ST AVG=11.3 YRS)										
223	UNDER 9.7 YEARS	38,222	47	66	75	57	1534	1535	1469	20,352
241	9.7 TO UNDER 11.1 YEARS	58,623	49	67	78	60	1545	1553	1483	29,615
252	11.1 TO UNDER 12.3 YEARS	94,622	48	66	77	59	1542	1553	1482	48,891
256	12.3 YEARS AND OVER	54,806	45	66	74	54	1534	1531	1456	30,284
AVG. TEACHER SALARY (ST AVG=\$25,897)										
218	UNDER \$23,176	9,767	49	67	80	61	1538	1560	1482	4,997
254	\$23,176 TO UNDER \$24,237	27,021	51	69	79	61	1552	1560	1485	13,285
254	\$24,237 TO UNDER \$25,425	57,776	48	68	77	57	1542	1545	1473	30,142
246	\$25,425 AND OVER	151,709	47	65	75	57	1537	1542	1472	80,718
PCT MINORITY TCHRS (ST AVG=22.40%)										
531	UNDER 5%	67,723	60	76	85	70	1590	1598	1535	27,072
183	5% TO UNDER 10%	36,677	53	70	80	63	1559	1564	1497	17,334
122	10% TO UNDER 20%	38,461	50	68	79	60	1549	1558	1486	19,279
41	20% TO UNDER 30%	21,979	44	62	76	54	1523	1540	1461	12,317
44	30% TO UNDER 50%	40,846	39	61	71	48	1508	1507	1425	25,021
51	50% AND OVER	40,587	31	52	63	41	1471	1489	1397	28,119
% TCHRS W ADV DEGREE (ST AVG=32.0%)										
228	UNDER 19.0%	22,356	40	61	69	50	1507	1502	1435	13,402
251	19.0% TO UNDER 26.9%	49,317	45	64	75	55	1526	1532	1459	27,274
252	26.9% TO UNDER 34.9%	80,632	51	69	79	61	1552	1560	1492	39,387
241	34.9% AND OVER	93,968	48	67	77	57	1545	1550	1477	49,079
972	STATE TOTAL	248,273	48	66	76	57	1540	1545	1474	129,142

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

Section VI

Grade 7 Results

The Texas Assessment of Academic Skills (TAAS) test was administered to 235,340 Grade 7 students in October 1990. Forty-six percent of the Grade 7 students passed all tests taken, and two percent of the students tested achieved Academic Recognition in the subject areas of writing, reading, and mathematics.

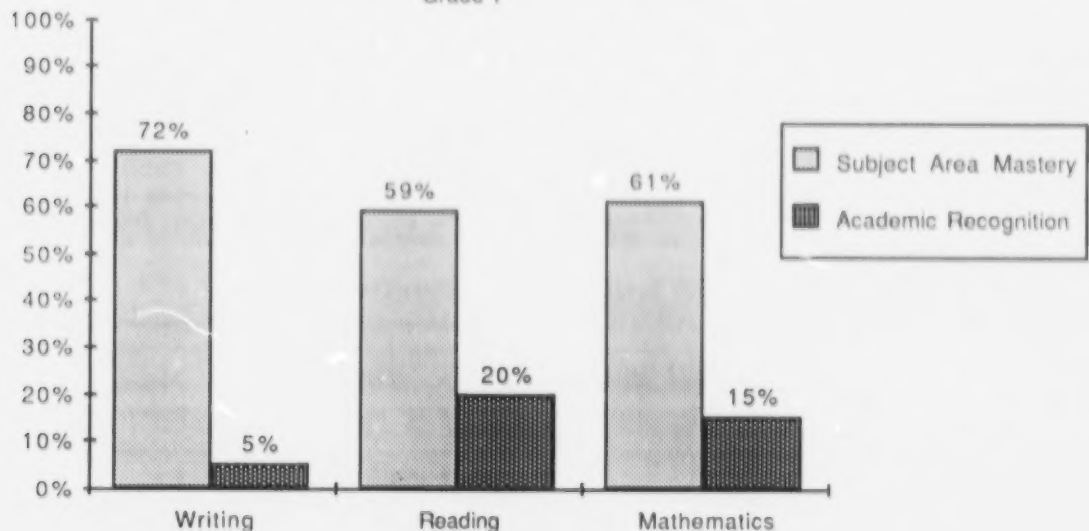
The table below illustrates the number of students tested statewide, the number and percent of students mastering the test, and the average scale score in each subject area.

**Student Performance by Subject Area
Grade 7**

	Total Tested	Mastered the Test	Average Scale Score
Writing	229,411	164,958 (72%)	1556
Reading	230,305	135,152 (59%)	1456
Mathematics	230,872	140,567 (61%)	1503

The following chart illustrates the percent of students mastering each subject area, as well as the percent of students achieving Academic Recognition for each subject area.

**Subject Area Mastery and Academic Recognition
Grade 7**



Subject Area Performance

Writing - In the October 1990 TAAS administration, Grade 7 students were required to write an informative/narrative written composition on a practical writing task by explaining to a specified audience how to do something. Eighty-six percent of the Grade 7 students wrote a successful composition, while fourteen percent received a score of 0 or 1. A small number of the 0 papers (326) were not scored because the student wrote off topic, while 1189 of the papers receiving a rating of 1 used the wrong purpose/mode.

The multiple-choice section of the TAAS writing test tested Objectives 5, 6, and 7. The table below lists the mastery rates from highest to lowest for the three multiple-choice writing objectives.

Writing Objective Mastery

Objective

5. Sentence Construction	75%
6. English Usage	72%
7. Use of Spelling, Capitalization, and Punctuation	54%

Students achieved the highest mastery rate (75%) on Objective 5, which requires students to recognize appropriate sentence construction within the context of a written passage. The lowest mastery rate (54%) was on Objective 7, which required students to identify and categorize errors in spelling, capitalization, and punctuation within the context of a written passage. This objective also had the greatest difference in mastery between male students (48% mastery) and female students (60% mastery). A remediation strategy for this objective could include proofreading and editing student-generated writing to identify correct and incorrect examples of spelling, capitalization, and punctuation.

Girls consistently performed better than boys on writing tasks at Grade 7. Seventy-nine percent of girls mastered the writing test, compared with sixty-five percent of the boys. Similar gender differences occurred across each of the writing objectives, as illustrated in the following table.

Writing Objective Mastery by Gender

	<u>1-4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Males	81%	70%	69%	48%
Females	91%	81%	75%	60%

Seventy-two percent of the Grade 7 students mastered the Grade 7 writing test, and five percent of the students achieved Academic Recognition in writing by mastering each of the multiple-choice objectives and scoring a 4 on the written composition.

Reading - The following table lists the mastery rates from highest to lowest on the reading test.

Reading Objective Mastery

Objective

4. Relationships and Outcomes	64%
1. Word Meaning	55%
2. Supporting Ideas	52%
5. Inferences and Generalizations	52%
3. Summarization	49%
6. Point of View, Propaganda, and Fact and Nonfact	48%

Grade 7 students achieved the highest mastery rate (64%) on Objective 4, which requires students to perceive relationships and recognize outcomes in a variety of written texts. Students had the most difficulty with Objectives 3 (49% mastery) and 6 (48% mastery), which require students to summarize and to recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts.

At Grade 7 minimal gender differences emerged in the area of reading, in contrast to writing and mathematics. Generally, student responses indicated that difficulties across reading objectives resulted from students not reading the entire passage carefully. Overall, fifty-nine percent of the Grade 7 students tested in reading demonstrated subject area mastery, and twenty percent achieved Academic Recognition by mastering each of the reading objectives.

Mathematics - The mathematics test assessed three broad domains: Concepts, Operations, and Problem-Solving. The table below lists the mathematics objective-level mastery rates from highest to lowest within each domain.

Mathematics Objective Mastery

Objective

Concepts Domain

3. Geometric Properties and Relationships	77%
1. Number Concepts	76%
2. Algebraic/Mathematical Relations and Functions	72%
4. Measurement Concepts	70%
5. Probability and Statistics	60%

Operations Domain

6. Use of Addition to Solve Problems	61%
8. Use of Multiplication to Solve Problems	59%
7. Use of Subtraction to Solve Problems	53%
9. Use of Division to Solve Problems	39%

Problem-Solving Domain

12. Problem Solving using Mathematical Representation	60%
10. Problem Solving using Estimation	59%
11. Problem Solving using Solution Strategies	46%
13. Evaluation of the Reasonableness of a Solution	45%

Grade 7 students achieved higher objective-level performance in the Concepts Domain than in any other mathematics domain. Within that domain their best performance was on the objective that requires an understanding of geometric properties and relationships (77% mastery). The lowest mastery rate in this domain was on the objective that requires an understanding of probability and statistics (60% mastery).

Grade 7 students showed some weaknesses in the Operations Domain. In only one of the Operations objectives (using addition to solve problems) was the passing rate above sixty percent. Only thirty-nine percent of the Grade 7 students achieved mastery on the objective that requires students to use division to solve problems. Significant gender differences appeared in the Operations Domain, as illustrated by the following chart.

Mathematics Operations Objective Mastery by Gender

	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
Males	57%	49%	54%	37%
Females	65%	58%	64%	41%

Girls performed better than boys across all Operations objectives, yet relatively few gender differences occurred in either the Concepts or Problem-Solving Domains. One gender difference that did occur in the Problem-Solving Domain was on the objective that tested problem solving using estimation. Congruent with the Operations Domain, girls mastered this objective at a higher rate (62% mastery) than did boys (56% mastery).

As in other grades, seventh graders had difficulty with multiple-step problems and with appropriately selecting and applying information from charts and graphs. The overall performance in the Problem-Solving Domain shows that the students who were tested at Grade 7 have not yet mastered the problem-solving skills that are assessed in the TAAS mathematics test. Their best performance in this domain was on the objective that requires expressing or solving problems using mathematical representation (60% mastery rate). Students had considerable difficulty with two of the objectives: problem solving using solution strategies (46% mastery) and evaluation of the reasonableness of a solution (45% mastery). Students who were successful in evaluating the reasonableness of a solution considered evidence as presented in the problem, then drew a conclusion based on that evidence. In contrast, unsuccessful students chose responses that were not directly linked with the problem as it was presented. Students were not as successful solving problems when the tasks involved identification of the process to achieve a solution rather than solving for a specific number as an answer.

Sixty-one percent of the Grade 7 students tested demonstrated mastery in mathematics, and fifteen percent of the students tested achieved Academic Recognition in mathematics by mastering all thirteen objectives.

Demographic Performance

Students - The statewide Demographic Performance Summary shown in Figure 24 shows objective-level and subject area mastery in writing, reading, and mathematics for each demographic category.

At Grade 7, 10,867 students were identified as limited English proficient. Seven percent of those students passed all tests taken, compared with a forty-eight percent mastery rate for the non limited English proficient students. Although mastery rates across all three tests were low, seventh graders identified as limited English proficient achieved mastery on the writing test at a higher rate (32%) than on the mathematics (22%) or the reading tests (13%).

Of the 45,340 students who were identified as being at-risk of dropping out of school, fourteen percent passed all tests taken. In comparison, fifty-four percent of the students not identified as at-risk passed all tests taken in October 1990. By subject area, students identified as at-risk had lower mastery rates on reading (27%) and mathematics (29%), and they had the highest rate of mastery (46%) on the writing test.

Statewide mastery rates for Grade 7 students, aggregated by ethnicity, are displayed in the following chart.

**Mastery Rates by Ethnic Group
October 1990**

	<u>Number Tested</u>	<u>Mastery Rate</u>	<u>Average Scale Score</u>
Black			
Writing	32,153	59%	1485
Reading	32,294	43%	1381
Mathematics	32,413	41%	1408
Hispanic			
Writing	73,434	64%	1505
Reading	73,701	43%	1382
Mathematics	74,048	47%	1433
White			
Writing	116,806	80%	1606
Reading	117,261	72%	1519
Mathematics	117,361	74%	1568

The following tables aggregate assessment results by participation in a free or reduced price meal program (economically disadvantaged) and/or Chapter 1 Regular program.

Economically Disadvantaged			
	<u>Number Tested</u>	<u>Mastery Rate</u>	<u>Average Scale Score</u>
Participants			
Writing	77,903	60%	1488
Reading	78,259	41%	1370
Mathematics	78,665	44%	1420
Nonparticipants			
Writing	148,755	78%	1592
Reading	149,286	68%	1501
Mathematics	149,417	70%	1546
Chapter 1 Regular Program			
	<u>Number Tested</u>	<u>Mastery Rate</u>	<u>Average Scale Score</u>
Participants			
Writing	17,447	47%	1439
Reading	17,555	23%	1302
Mathematics	17,683	27%	1358
Nonparticipants			
Writing	208,914	74%	1567
Reading	209,707	62%	1469
Mathematics	210,094	64%	1515

District - The District Analysis Report displays student performance results categorized by various district demographic groupings. Results aggregated by district type show that major suburban (53% mastery) and rural (50% mastery) districts posted the highest percentages of students passing all tests taken. The lowest percentage of students passing all tests taken (37%) occurred in the major urban districts. Results aggregated by district wealth in equal refined average daily attendance (RADA) groups show a thirty percentage point difference between the lowest and highest wealth groupings.

Education service center (ESC) results show that Region I (Edinburg) had the lowest percent of students passing all tests taken (32%), while Region IX (Wichita Falls) and Region XIV (Abilene) had the highest mastery rates (54%).

Remediation - Section 21.557 of the Texas Education Code requires districts to provide remedial instruction for students failing any section of the TAAS test. The Grade 7 TAAS test identified 126,882 Grade 7 students who will require remediation in one or more subject areas.

**Grade 7 Students Requiring Remediation
October 1990**

Failed One Test Only	44,386	19%
Failed Two Tests Only	41,963	18%
Failed All Three Tests	<u>40,533</u>	<u>17%</u>
Total	126,882	54%



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 07

ALL STUDENTS

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

TEST PERFORMANCE				GROUP CHARACTERISTICS		
					NUMBER	PERCENT
WRITING				Total Answer Documents Submitted	256270	100
WRITTEN COMMUNICATION				Students Absent From All Tests	1985	1
				Students Exempt From All Tests: ARD	12781	5
				Students Exempt From All Tests: LEP	3701	1
				Other Students Not Tested	2963	1
				Number Of Students Tested	235340	92
				GROUP PERFORMANCE		
				- = no data reported for fewer than five students	NUMBER TESTED	PERCENT PASSING ALL TESTS TAKEN
				* = status as of March 16, 1990		PERCENT ACHIEVING ACADEMIC RECOGNITION
1-4 WRITTEN COMPOSITION - PROCESS WRITING ('HOW-TO')				All Students	235340	46
RATING: 0 1 2 3 4				Male	118949	42
NUMBER: 861 31160 106142 76026 15222				Female	116110	50
PERCENT: 0 14 46 33 7				American Indian or Alaskan Native	548	45
NUMBER USING WRONG PURPOSE/MODE: 1189				Asian or Pacific Islander	4482	71
NUMBER WRITING OFF TOPIC: 326				Black	33094	27
5. SENTENCE CONSTRUCTION				Hispanic	75642	31
6. ENGLISH USAGE				White	119450	60
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION				Economically Disadvantaged: Yes	80589	28
				No	151888	56
NUMBER TESTED IN WRITING: 229411				*Chapter 1 Regular Program: Yes	18068	12
AVERAGE SCALE SCORE: 1556				No	214075	49
TEAMS EQUIVALENT: 786				*Higrant Status: Former	2412	22
TOTAL WRITING: MASTERY LEVEL				Current	2762	18
				Nonmigrant	220399	47
				*Chapter 1 Migrant: Remedial Writing	941	12
				Remedial Reading	2051	14
				Remedial Mathematics	904	12
				Eligible Nonparticipants	2032	23
				*Limited English Proficient: Yes	10867	7
				No	221260	48
				*Bilingual/ESL Program: Bilingual	1958	8
				ESL	7984	7
				Neither	222064	48
				*Special Education: Learning Disability	9606	10
				Emotionally Disturbed	1284	15
				Speech Handicapped	2063	23
				Visually Handicapped	88	33
				Other Handicap Condition	735	23
				Not In Special Education	217897	48
				*Gifted-Talented Program: Yes	21474	95
				No	210957	41
				*At-Risk: Yes	45340	54
				No	182590	14
				*Continuous Enrollment: One Year	27781	44
				Two Years	18949	46
				Three Years	17394	48
				Four Years	13549	49
				Five Years	13313	49
				More Than Five Years	123916	47
				Mode of Entry: Alternative to Social Prom.	4702	9
				Retained	6131	18
				Promoted	216563	48
NUMBER TESTED IN READING: 229411						
AVERAGE SCALE SCORE: 1456						
TEAMS EQUIVALENT: 798						
TOTAL READING: MASTERY LEVEL						
ACADEMIC RECOGNITION						
READING						
READING COMPREHENSION						
1. WORD MEANING						
2. SUPPORTING IDEAS						
3. SUMMARIZATION						
4. RELATIONSHIPS AND OUTCOMES						
5. INFERENCES AND GENERALIZATIONS						
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT						
NUMBER TESTED IN READING: 230305						
AVERAGE SCALE SCORE: 1456						
TEAMS EQUIVALENT: 798						
TOTAL READING: MASTERY LEVEL						
ACADEMIC RECOGNITION						
MATHEMATICS						
CONCEPTS						
1. NUMBER CONCEPTS						
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS						
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS						
4. MEASUREMENT CONCEPTS						
5. PROBABILITY AND STATISTICS						
OPERATIONS						
6. USE OF ADDITION TO SOLVE PROBLEMS						
7. USE OF SUBTRACTION TO SOLVE PROBLEMS						
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS						
9. USE OF DIVISION TO SOLVE PROBLEMS						
PROBLEM SOLVING						
10. PROBLEM SOLVING USING ESTIMATION						
11. PROBLEM SOLVING USING SOLUTION STRATEGIES						
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION						
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION						
NUMBER TESTED IN MATHEMATICS: 230872						
AVERAGE SCALE SCORE: 1503						
TEAMS EQUIVALENT: 829						
TOTAL MATHEMATICS: MASTERY LEVEL						
ACADEMIC RECOGNITION						

FIGURE 21



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 07

SPECIAL EDUCATION STUDENTS

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

TEST PERFORMANCE				GROUP CHARACTERISTICS			
				MASTERING			
				NUMBER	PERCENT	NUMBER	PERCENT
WRITING				Total Answer Documents Submitted			
WRITTEN COMMUNICATION				Students Absent From All Tests			
				Students Exempt From All Tests: ARD			
				Students Exempt From All Tests: LEP			
				Other Students Not Tested			
				Number Of Students Tested			
1-4 WRITTEN COMPOSITION - PROCESS WRITING ("HOW-TO")				7039	64		
RATING:							
NUMBER:							
PERCENT:							
NUMBER USING WRONG PURPOSE/MODE:				83			
NUMBER WRITING OFF TOPIC:				65			
5. SENTENCE CONSTRUCTION				4752	43		
6. ENGLISH USAGE				5005	46		
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION				2294	21		
NUMBER TESTED IN WRITING: 10977							
AVERAGE SCALE SCORE: 1401							
TEAMS EQUIVALENT: 705							
TOTAL WRITING: MASTERY LEVEL				3827	35		
ACADEMIC RECOGNITION				101	1		
READING							
READING COMPREHENSION							
1. WORD MEANING				3291	29		
2. SUPPORTING IDEAS				3513	31		
3. SUMMARIZATION				2795	25		
4. RELATIONSHIPS AND OUTCOMES				4250	38		
5. INFERENCES AND GENERALIZATIONS				2466	22		
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT				2683	24		
NUMBER TESTED IN READING: 11298							
AVERAGE SCALE SCORE: 1304							
TEAMS EQUIVALENT: 728							
TOTAL READING: MASTERY LEVEL				2925	26		
ACADEMIC RECOGNITION				603	5		
MATHEMATICS							
CONCEPTS							
1. NUMBER CONCEPTS				5684	48		
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS				5274	44		
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS				6125	52		
4. MEASUREMENT CONCEPTS				5580	45		
5. PROBABILITY AND STATISTICS				4090	35		
OPERATIONS							
6. USE OF ADDITION TO SOLVE PROBLEMS				3328	28		
7. USE OF SUBTRACTION TO SOLVE PROBLEMS				2669	23		
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS				3090	26		
9. USE OF DIVISION TO SOLVE PROBLEMS				1582	13		
PROBLEM SOLVING							
10. PROBLEM SOLVING USING ESTIMATION				3408	29		
11. PROBLEM SOLVING USING SOLUTION STRATEGIES				2206	19		
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION				3353	28		
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION				2311	19		
NUMBER TESTED IN MATHEMATICS: 11854							
AVERAGE SCALE SCORE: 1330							
TEAMS EQUIVALENT: 730							
TOTAL MATHEMATICS: MASTERY LEVEL				2749	23		
ACADEMIC RECOGNITION				300	3		



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 07

NON SPECIAL EDUCATION STUDENTS

REPORT DATE: DECEMBER 1990

STATEWIDE

DATE OF TESTING: OCTOBER 1990

TEST PERFORMANCE			GROUP CHARACTERISTICS		
	MASTERING NUMBER	PERCENT		NUMBER	PERCENT
WRITING			GROUP PERFORMANCE		
WRITTEN COMMUNICATION			- = no data reported for fewer than five students		
1-4 WRITTEN COMPOSITION - PROCESS WRITING ("HOW-TO")	186519	87	* = status as of March 16, 1990		
RATING:					
NUMBER:	678	26761	All Students	217897	48
PERCENT:	0	13	Male	107916	44
NUMBER USING WRONG PURPOSE/MODE: 1084			Female	109795	52
NUMBER WRITING OFF TOPIC: 253			American Indian or Alaskan Native	509	47
5. SENTENCE CONSTRUCTION	164962	77	Asian or Pacific Islander	4330	71
6. ENGLISH USAGE	156656	73	Black	30647	28
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION	118669	55	Hispanic	70315	33
NUMBER TESTED IN WRITING: 213958			White	110943	62
AVERAGE SCALE SCORE: 1565			Economically Disadvantaged: Yes	74230	29
TEAMS EQUIVALENT: 790			No	142642	58
TOTAL WRITING: MASTERY LEVEL	157992	74	*Chapter 1 Regular Program: Yes	16319	12
ACADEMIC RECOGNITION	12273	6	No	200574	51
READING			*Migrant Status: Former	2167	22
READING COMPREHENSION			Current	2514	19
1. WORD MEANING	120441	56	Nonmigrant	206363	49
2. SUPPORTING IDEAS	112954	53	*Chapter 1 Migrant: Remedial Writing	792	12
3. SUMMARIZATION	107219	50	Remedial Reading	1836	14
4. RELATIONSHIPS AND OUTCOMES	140411	65	Remedial Mathematics	815	13
5. INFERENCES AND GENERALIZATIONS	115504	54	Eligible Nonparticipants	1914	29
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT	106335	50	*Limited English Proficient: Yes	9948	7
NUMBER TESTED IN READING: 214533			No	207036	50
AVERAGE SCALE SCORE: 1464			*Bilingual/ESL Program: Bilingual	1765	8
TEAMS EQUIVALENT: 802			ESL	7468	8
TOTAL READING: MASTERY LEVEL	129713	60	Neither	207750	50
ACADEMIC RECOGNITION	44413	21	*Special Education: Learning Disability	0	-
MATHEMATICS			Emotionally Disturbed	0	-
CONCEPTS			Speech Handicapped	0	-
1. NUMBER CONCEPTS	167134	78	Visually Handicapped	0	-
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS	157521	73	Other Handicap Condition	0	-
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS	168342	78	Not In Special Education	217897	48
4. MEASUREMENT CONCEPTS	153728	72	*Gifted-Talented Program: Yes	20891	93
5. PROBABILITY AND STATISTICS	131987	62	No	196287	43
OPERATIONS			*At-Risk: Yes	40350	15
6. USE OF ADDITION TO SOLVE PROBLEMS	134633	63	No	172877	56
7. USE OF SUBTRACTION TO SOLVE PROBLEMS	117716	55	*Continuous Enrollment: One Year	25970	45
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS	131071	61	Two Years	17640	48
9. USE OF DIVISION TO SOLVE PROBLEMS	87168	41	Three Years	16103	50
PROBLEM SOLVING			Four Years	12603	51
10. PROBLEM SOLVING USING ESTIMATION	129496	60	Five Years	12436	51
11. PROBLEM SOLVING USING SOLUTION STRATEGIES	101905	48	More than Five Years	115348	48
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	133298	62	Mode of Entry: Alternative to Social Prom.	4061	10
13. EVALUATION OF THE REASONABLENESS OF A SOLUTION	98965	46	Retained	5727	18
NUMBER TESTED IN MATHEMATICS: 214515			Promoted	202651	50
AVERAGE SCALE SCORE: 1512					
TEAMS EQUIVALENT: 834					
TOTAL MATHEMATICS: MASTERY LEVEL	135108	63			
ACADEMIC RECOGNITION	33427	16			



TEXAS ASSESSMENT OF ACADEMIC SKILLS DEMOGRAPHIC PERFORMANCE SUMMARY

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PAGE 1 OF 2

REPORT DATE DECEMBER 1990			WRITING										READING									
DATE OF TESTING OCTOBER 1990																						
GRADE 07																						
STATEWIDE																						
			WRITTEN COMMUNICATION										READING COMPREHENSION									

FIGURE 24



TEXAS ASSESSMENT OF ACADEMIC SKILLS DEMOGRAPHIC PERFORMANCE SUMMARY

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REPORT DATE DECEMBER 1990			WRITING										READING									
DATE OF TESTING: OCTOBER 1990																						
GRADE 07																						
STATEWIDE																						
			WRITTEN COMMUNICATION										READING COMPREHENSION									



02/14/91

TEXAS ASSESSMENT OF ACADEMIC SKILLS DEMOGRAPHIC PERFORMANCE SUMMARY

PAGE 1 OF 2

REPORT DATE DECEMBER 1990		MATHEMATICS																
DATE OF TESTING OCTOBER 1990		CONCEPTS					OPERATIONS				PROBLEM SOLVING				AVERAGE SCALE SCORE	PERCENT MASTERING MATHEMATICS TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION (ALL OBJECTIVES MASTERED)	
GRADE 07		1	2	3	4	5	6	7	8	9	10	11	12	13				
STATEWIDE		NUMBER CONCEPTS	ALGEBRAIC MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION				
* = STATUS AS OF MARCH 16, 1990		NUMBER OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS															
ALL STUDENTS TESTED		230872	76	72	77	70	60	61	53	59	39	59	46	60	45	1503	61	15
MALE		116476	76	72	76	71	60	57	49	54	37	56	45	59	45	1494	58	15
FEMALE		114124	77	72	78	70	60	65	58	64	41	62	47	62	45	1512	64	15
NO INFORMATION PROVIDED		272	62	56	64	58	46	44	40	50	27	44	29	46	30	1407	43	7
AMERICAN INDIAN OR ALASKAN NATIVE		535	78	72	76	71	58	60	53	56	37	60	47	61	44	1498	62	13
ASIAN OR PACIFIC ISLANDER		4457	90	88	87	85	49	83	76	83	67	78	69	81	63	1647	84	35
BLACK		32413	60	60	67	58	46	44	39	45	24	43	36	44	32	1408	41	7
HISPANIC		74048	67	67	69	63	49	57	44	57	29	49	30	48	32	1433	47	7
WHITE		117361	84	81	84	78	70	71	66	67	49	69	61	72	57	1568	74	2
NO INFORMATION PROVIDED		2058	71	68	73	66	55	54	47	54	33	52	40	54	41	1465	54	12
ECONOMICALLY DISADVANTAGED: YES		78665	66	61	68	61	48	48	41	48	26	46	28	46	29	1420	44	6
NO		149417	65	78	82	75	67	68	60	65	46	65	55	68	53	1546	70	20
NO INFO. PROV.		2790	72	69	74	69	57	56	50	55	35	54	41	56	43	1479	56	14
*CHAPTER 1 REGULAR PROGRAM: YES		17683	56	51	60	51	38	36	29	34	16	34	17	32	19	1358	27	1
NO		210094	70	74	79	72	62	63	56	61	41	61	49	62	47	1515	64	16
NO INFO. PROV.		3095	71	67	71	66	54	54	47	52	33	52	39	53	39	1461	53	11
*MIGRANT STATUS: FORMER		2371	41	56	64	60	42	46	28	46	23	42	23	39	25	1345	39	4
CURRENT		8710	65	72	81	60	42	44	22	44	23	42	20	37	25	1345	39	4
NONMIGRANT		216289	72	72	78	71	61	62	54	60	33	60	47	62	46	1509	64	17
NO INFORMATION PROVIDED		9502	72	68	73	67	57	55	48	54	35	54	42	55	41	1477	54	13
*CHAPTER 1 MIGRANT: REMEDIAL WRITING		927	54	51	59	55	37	41	32	39	21	38	25	31	19	1334	29	1
REMEDIAL READING		2008	54	51	60	55	37	41	32	39	21	38	25	31	19	1334	29	1
REMEDIAL MATHEMATICS		885	54	50	61	56	36	41	30	37	21	38	25	31	19	1334	29	1
1998 ELIGIBLE NONPARTICIPANTS		59	57	63	60	42	32	47	48	48	35	44	29	38	24	1411	41	6
NO INFORMATION PROVIDED		10394	72	67	73	66	56	54	48	54	35	53	41	54	40	1472	54	13
*LIMITED ENGLISH PROFICIENT: YES		10598	47	46	53	49	32	32	25	34	15	30	11	26	16	1332	22	1
NO		217157	70	73	78	71	62	62	55	61	41	60	48	62	46	1515	64	16
NO INFO. PROV.		3117	72	66	71	67	55	54	47	52	33	52	40	53	40	1469	53	12
*BILINGUAL/ESL PROGRAM: BILINGUAL		1918	46	45	49	49	32	32	25	34	15	30	11	26	16	1331	22	1
ESL		2701	47	47	53	49	32	32	25	34	15	30	11	26	16	1331	22	1
NEITHER		217977	70	73	78	71	62	62	55	61	41	60	48	62	46	1515	64	16
NO INFORMATION PROV.		3236	71	66	71	67	56	54	48	54	35	53	41	54	40	1472	54	13



TEXAS ASSESSMENT OF ACADEMIC SKILLS DEMOGRAPHIC PERFORMANCE SUMMARY

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REPORT DATE DECEMBER 1990 DATE OF TESTING OCTOBER 1990 GRADE 07 STATEWIDE		MATHEMATICS															
		CONCEPTS					OPERATIONS				PROBLEM SOLVING				AVERAGE SCALE SCORE	PERCENT MASTERING MATHEMATICS TEST	PERCENT ACHIEVING ACADEMIC PROFICIENCY (ALL OBJECTIVES MASTERED)
		1	2	3	4	5	6	7	8	9	10	11	12	13			
		NUMBER CONCEPTS	ALGEBRAIC-MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING USING ESTIMATION	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION	EVALUATION OF THE REASONABLENESS OF A SOLUTION			
* = STATUS AS OF MARCH 16, 1990		NUMBER OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS														
*SPECIAL EDUCATION: LEARNING DISABILITY		8789	44	40	48	42	31	24	19	22	10	25	15	24	16	1308	18
EMOTIONALLY DISTURBED		1173	50	48	50	47	32	27	20	24	10	29	22	30	21	1329	18
SPEECH HANDICAPPED		1979	58	50	52	47	29	40	27	29	10	40	27	40	26	1386	18
VISUALLY HANDICAPPED		81	68	52	49	54	34	41	28	38	10	48	34	40	29	1426	18
OTHER HANDICAP CONDITION		689	78	73	77	54	44	47	34	38	10	58	38	48	34	1476	18
NOT IN SPECIAL EDUCATION		214515	78	73	77	72	62	63	55	61	30	60	48	62	46	1512	18
NO INFORMATION PROVIDED		4503	76	73	76	71	60	61	54	59	40	58	45	60	46	1506	60
*GIFTED-TALENTED PROGRAM: YES		21346	97	96	96	94	91	94	89	93	83	90	89	95	86	1763	47
NO		206701	74	70	75	68	53	58	50	56	33	56	52	55	38	1476	57
NO INFO. PROV.		2825	68	65	71	65	53	51	45	50	22	50	37	52	38	1453	10
*AT-RISK: YES		43926	57	52	60	53	40	35	28	35	16	35	14	33	21	1262	29
NO		179725	81	77	81	73	59	80	60	69	32	69	53	69	37	1379	10
NO INFORMATION PROVIDED		7223	69	65	71	65	52	53	46	53	23	50	36	52	37	1456	10
*CONTINUOUS ENROLLMENT: ONE YEAR		27092	75	71	76	68	59	59	51	57	37	57	45	59	43	1491	59
TWO YEARS		18554	76	73	77	70	61	61	52	59	36	59	47	61	45	1504	13
THREE YEARS		17074	78	73	79	71	66	62	54	60	40	60	48	60	46	1509	10
FOUR YEARS		13329	78	74	78	73	66	62	54	61	40	60	48	60	46	1514	10
FIVE YEARS		13093	77	74	74	73	62	62	55	61	41	60	48	60	46	1504	10
MORE THAN FIVE YEARS		121916	76	72	77	71	60	61	54	60	40	59	46	60	46	1504	10
NO INFO. PROV.		19814	74	69	75	66	57	58	51	57	37	56	42	58	42	1485	57
MODE OF ENTRY: ALTERNATIVE TO SOCIAL PROM.		4452	47	42	53	45	33	26	21	26	10	27	15	24	17	1320	19
RETAINED		5791	64	57	65	55	44	39	37	37	18	39	24	39	25	1383	19
PROMOTED		212910	77	73	78	71	61	62	55	61	40	60	47	62	46	1510	16
NO INFORMATION PROVIDED		7719	74	69	74	69	58	58	51	56	38	55	43	57	43	1467	16

District Analysis Report

Texas Assessment of Academic Skills
Grade 7
October 1990

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 7

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
ADA GROUPINGS										
8	OVER 50,000	37,157	36	65	47	51	1519	1404	1454	23,949
15	25,000 TO 49,999	41,580	51	76	64	65	1574	1477	1527	20,313
44	10,000 TO 24,999	55,703	48	73	60	62	1567	1463	1510	29,057
41	5,000 TO 9,999	22,134	44	70	57	59	1550	1448	1493	12,345
92	3,000 TO 4,999	29,108	48	72	61	62	1558	1465	1510	15,209
115	1,600 TO 2,999	19,138	46	71	59	60	1554	1457	1500	10,279
125	1,000 TO 1,599	12,201	46	73	60	62	1555	1463	1505	6,550
208	500 TO 999	11,080	49	74	63	66	1563	1473	1520	5,664
378	UNDER 500	7,235	51	76	64	68	1576	1478	1529	3,513
DISTRICT TYPE										
8	MAJOR URBAN	43,678	37	67	49	52	1523	1409	1458	27,723
61	MAJOR SUBURBAN	68,676	53	77	66	67	1585	1487	1536	32,163
23	OTHER CENTRAL CITY	30,600	45	71	57	59	1556	1450	1498	16,782
74	OTHER CC SUBURBAN	21,128	44	69	57	60	1541	1447	1494	11,836
65	INDEPENDENT TOWN	21,898	45	71	58	59	1550	1453	1497	12,084
81	NON-METRO FAST GROWING	7,270	47	72	59	60	1554	1454	1499	3,880
271	NON-METRO STABLE	31,735	46	71	59	61	1551	1457	1501	17,276
441	RURAL	10,351	50	75	64	68	1572	1478	1525	5,135
WEALTH (MEDIAN=\$157,104)										
105	UNDER \$82,513	25,724	32	62	43	47	1506	1383	1436	17,558
105	\$82,513 TO \$99,523	14,729	42	69	56	58	1535	1444	1485	8,484
104	\$99,524 TO \$115,679	9,745	45	72	59	61	1555	1455	1497	5,349
106	\$115,680 TO \$133,839	20,321	43	72	56	58	1552	1440	1483	11,607
105	\$133,840 TO \$157,103	25,408	48	74	61	63	1562	1464	1511	13,234
104	\$157,104 TO \$181,840	28,902	49	73	62	63	1564	1472	1515	14,708
105	\$181,841 TO \$220,234	31,078	50	75	63	64	1570	1475	1521	15,524
102	\$220,235 TO \$287,975	40,000	48	73	61	63	1565	1467	1513	20,814
97	\$287,976 TO \$443,845	32,598	48	72	60	64	1565	1464	1521	16,846
85	OVER \$443,845	6,552	57	80	68	70	1605	1502	1548	2,848
6	SPECIAL DISTRICTS	279	62	81	74	76	1586	1523	1564	107
WEALTH (\$T AVG=\$205,696)										
695	UNDER \$205,696	142,496	44	71	57	59	1549	1447	1492	79,562
323	OVER \$205,696	92,561	49	74	61	64	1568	1469	1519	47,210
6	SPECIAL DISTRICTS	279	62	81	74	76	1586	1523	1564	107

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 7

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
WEALTH BY EQUAL RADA PER GROUP										
25	UNDER \$51,611	12,395	28	59	37	43	1495	1356	1416	8,964
70	\$51,611 TO < \$79,599	11,708	35	64	49	50	1512	1407	1450	7,610
75	\$79,599 TO < \$93,431	11,842	41	68	55	57	1534	1437	1479	7,007
112	\$93,431 TO < \$111,174	11,722	45	72	59	60	1551	1455	1497	6,432
82	\$111,174 TO < \$124,674	11,798	45	71	58	60	1550	1444	1494	6,490
56	\$124,674 TO < \$133,840	11,054	41	72	55	56	1553	1439	1478	6,495
63	\$133,840 TO < \$147,075	12,103	46	74	59	62	1557	1454	1504	6,519
40	\$147,075 TO < \$156,339	11,321	50	73	63	65	1569	1476	1521	5,614
32	\$156,339 TO < \$163,010	12,365	47	71	61	61	1552	1467	1506	6,562
39	\$163,010 TO < \$174,981	12,390	48	73	61	62	1564	1467	1509	6,411
57	\$174,981 TO < \$190,253	12,283	52	75	64	66	1575	1481	1527	5,931
48	\$190,253 TO < \$206,247	12,216	52	77	65	66	1576	1482	1527	5,857
29	\$206,247 TO < \$217,719	11,708	48	74	61	63	1565	1468	1516	6,039
47	\$217,719 TO < \$244,860	11,785	54	76	67	68	1580	1493	1541	5,409
41	\$244,860 TO < \$268,755	8,800	53	75	65	66	1578	1488	1530	4,179
1	\$268,755 TO < \$269,138	12,038	35	67	47	51	1522	1406	1452	7,799
30	\$269,138 TO < \$298,578	12,341	55	77	68	69	1586	1497	1545	5,589
48	\$298,578 TO < \$367,048	11,660	48	72	61	63	1564	1469	1519	6,068
13	\$367,048 TO < \$388,497	11,919	42	68	52	57	1544	1426	1490	6,927
110	\$388,497 AND OVER	11,609	58	80	69	72	1607	1508	1559	4,870
6	SPECIAL DISTRICTS	279	62	81	74	76	1586	1523	1564	107
TOTAL TAX EFFORT (ST AVG=\$0.9606)										
251	UNDER 0.8092	31,646	40	67	52	55	1533	1424	1475	19,032
256	0.8092 TO UNDER 0.9716	91,733	44	71	56	59	1550	1444	1491	51,667
256	0.9716 TO UNDER 1.1289	63,769	48	73	61	63	1563	1466	1514	33,023
255	1.1289 AND OVER	47,909	52	75	65	66	1576	1484	1528	23,050
6	SPECIAL DISTRICTS	279	62	81	74	76	1586	1523	1564	107
M&O EFF. TAX EFFORT (MEDIAN=\$0.8130)										
254	UNDER 0.6780	43,326	40	68	52	55	1531	1425	1471	26,117
259	0.6780 TO 0.8129	86,079	45	72	58	60	1556	1451	1500	47,060
255	0.8130 TO 0.9647	64,037	49	73	62	64	1565	1472	1518	32,748
250	OVER 0.9647	41,615	50	74	63	64	1572	1473	1517	20,847
6	SPECIAL DISTRICTS	279	62	81	74	76	1586	1523	1564	107
M&O EFF. TAX EFFORT (ST AVG=\$0.8150)										
518	UNDER 0.8150	129,951	43	71	56	59	1547	1442	1491	73,426
500	OVER 0.8150	105,106	49	74	62	64	1568	1472	1517	53,346
6	SPECIAL DISTRICTS	279	62	81	74	76	1586	1523	1564	107

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 7

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION		
				WRITING	READING	MATH	WRITING	READING	MATH			
APR GROUPS: ENROLL WEALTH % LOW INC												
190	<1K	< AVG.	<40%	7,004	53	76	67	71	1576	1491	1539	3,276
187	<1K	< AVG.	>=40	5,575	43	70	57	61	1549	1445	1493	3,157
107	<1K	> AVG.	<40%	2,968	58	81	70	73	1603	1507	1556	1,250
85	<1K	> AVG.	>=40	1,652	48	75	62	67	1563	1469	1523	884
90	1K TO < 3K	< AVG.	<40%	10,956	51	74	65	65	1566	1480	1519	5,396
85	1K TO < 3K	< AVG.	>=40	10,751	38	66	51	52	1528	1421	1463	6,707
41	1K TO < 3K	> AVG.	<40%	5,312	56	79	67	70	1593	1498	1545	2,356
25	1K TO < 3K	> AVG.	>=40	2,890	43	71	56	60	1546	1447	1495	1,642
64	3K TO < 10K	< AVG.	<40%	21,886	49	73	63	64	1561	1475	1514	11,131
37	3K TO < 10K	< AVG.	>=40	14,416	34	63	46	49	1512	1397	1447	9,493
35	3K TO < 10K	> AVG.	<40%	13,590	55	77	67	69	1594	1496	1545	6,126
4	3K TO < 10K	> AVG.	>=40	1,368	41	66	55	56	1521	1438	1473	807
22	>10K	< AVG.	<40%	37,795	51	75	63	65	1573	1477	1523	18,614
20	>10K	< AVG.	>=40	34,113	36	67	48	51	1525	1405	1453	21,788
19	>10K	> AVG.	<40%	32,335	59	80	71	73	1604	1515	1567	13,254
7	>10K	> AVG.	>=40	32,446	36	65	48	51	1518	1406	1455	20,911
6	SPECIAL DISTRICTS			279	62	81	74	76	1586	1523	1564	107
SPTB HIGHEST CATEGORY												
324	RESIDENTIAL			139,501	48	73	61	63	1564	1467	1513	72,081
317	LAND			11,355	47	72	60	63	1557	1463	1508	6,013
178	OIL AND GAS			12,831	44	70	56	60	1547	1442	1493	7,164
199	BUSINESS			71,370	42	70	54	57	1544	1435	1482	41,514
6	SPECIAL DISTRICTS			279	62	81	74	76	1586	1523	1564	107
SMALL/SPARSE ADJSTMNT (ST AVG=29.7%)												
290	NO SMALL/SPARSE ADJUSTMENT			201,688	46	72	58	60	1555	1453	1501	109,480
192	UNDER 22.0%			18,188	46	73	60	62	1556	1461	1504	9,739
191	22.0% TO UNDER 31.4%			8,302	50	75	64	68	1569	1477	1526	4,157
192	31.4% TO UNDER 36.8%			4,039	50	75	63	67	1570	1473	1523	2,019
159	36.8% AND OVER			3,119	52	77	66	69	1579	1484	1535	1,484
PDI LEVEL (MEDIAN=1.07)												
255	UNDER 1.05			7,093	54	77	68	71	1578	1494	1542	3,273
117	1.05 TO UNDER 1.06			6,047	52	75	65	68	1573	1485	1526	2,909
238	1.06 TO UNDER 1.08			18,915	50	75	63	65	1571	1478	1521	9,499
238	1.08 TO 1.11			42,097	49	74	63	64	1570	1473	1517	21,273
176	1.11 AND OVER			161,184	44	71	56	59	1550	1445	1494	89,925

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 7

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
OPERATING COST/RADA (ST AVG= \$3,837)										
211	UNDER \$3,476	56,313	48	73	61	62	1558	1463	1507	29,561
212	\$3,476 TO \$3,806	75,623	46	72	59	61	1559	1456	1504	40,576
210	\$3,807 TO \$4,211	60,001	44	71	58	59	1549	1446	1492	33,723
211	\$4,212 TO \$4,940	35,652	46	71	58	61	1556	1454	1506	19,285
180	OVER \$4,940	7,747	52	75	64	67	1573	1483	1531	3,734

ESC REGION

38	I	EDINBURG	16,930	32	62	43	48	1508	1381	1438	11,524
39	II	CORPUS CHRISTI	7,912	44	75	56	59	1557	1443	1492	4,410
39	III	VICTORIA	3,907	45	73	57	60	1562	1453	1500	2,164
54	IV	HOUSTON	49,680	48	73	61	63	1564	1465	1512	25,878
29	V	BEAUMONT	6,131	45	70	59	60	1544	1452	1494	3,346
56	VI	HUNTSVILLE	7,551	48	71	61	62	1553	1465	1511	3,961
97	VII	KILGORE	10,540	49	74	63	64	1565	1474	1515	5,374
47	VIII	MT PLEASANT	3,699	50	74	64	65	1571	1479	1526	1,844
40	IX	WICHITA FALLS	2,674	54	74	68	72	1569	1496	1549	1,238
78	X	RICHARDSON	30,805	50	74	61	64	1567	1467	1522	15,513
75	XI	FORT WORTH	21,323	51	75	64	65	1577	1479	1522	10,509
78	XII	WACO	7,617	48	74	62	63	1572	1473	1511	3,952
54	XIII	AUSTIN	13,170	51	74	64	65	1577	1485	1528	6,483
43	XIV	ABILENE	3,364	54	80	66	68	1602	1489	1533	1,565
43	XV	SAN ANGELO	3,396	44	71	57	61	1552	1450	1502	1,890
63	XVI	AMARILLO	5,730	50	71	64	67	1553	1479	1527	2,888
60	XVII	LUBBOCK	5,905	44	72	58	59	1551	1449	1489	3,281
33	XVIII	MIDLAND	5,789	44	70	58	59	1547	1443	1488	3,267
12	XIX	EL PASO	9,521	38	67	50	53	1518	1410	1457	5,930
48	XX	SAN ANTONIO	19,672	40	68	53	54	1532	1426	1471	11,862

TEAMS: PCT PASSING ALL TESTS TAKEN

70	UNDER 60%	9,583	24	54	36	38	1473	1349	1396	7,243
365	60% TO UNDER 75%	113,543	38	67	51	54	1526	1421	1467	69,948
533	75% TO UNDER 90%	107,277	55	78	67	69	1590	1496	1543	48,361
56	90% AND OVER	4,933	73	90	81	84	1681	1573	1637	1,327

DENSITY (ST AVG=11.34 RADA/SQ MI)

535	LESS THAN 5	23,177	47	72	60	63	1556	1461	1509	12,316
277	5 TO UNDER 20	36,378	45	71	58	60	1550	1454	1497	19,923
115	20 TO UNDER 100	42,032	46	71	59	61	1553	1456	1502	22,774
91	100 AND OVER	133,470	46	73	58	61	1559	1455	1503	71,759
6	SPECIAL DISTRICTS	279	62	81	74	76	1586	1523	1564	107

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 7

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDICATION
				WRITING	READING	MATH	WRITING	READING	MATH	
RADA CHG:88/89-89/90 (ST AVG=1.57%)										
441	DECLINING RADA	62,848	41	69	54	57	1536	1433	1480	37,150
310	0% TO UNDER 3%	107,506	46	72	59	61	1556	1456	1502	58,031
162	3% TO UNDER 6%	47,671	51	75	63	65	1578	1475	1525	23,349
68	6% TO UNDER 10%	13,778	52	74	64	66	1573	1481	1531	6,585
45	10% AND OVER	3,533	50	77	62	65	1589	1473	1523	1,764
PCT BLACK PUPILS (ST AVG=14.50%)										
599	UNDER 5%	85,978	45	72	57	60	1554	1449	1498	46,940
136	5% TO UNDER 10%	46,313	52	76	65	67	1581	1487	1535	22,055
147	10% TO UNDER 20%	45,401	48	73	61	63	1561	1467	1513	23,500
72	20% TO UNDER 30%	14,173	51	75	64	64	1577	1479	1523	6,993
59	30% TO UNDER 50%	39,206	38	66	50	53	1526	1417	1463	24,489
11	50% AND OVER	4,267	32	61	46	45	1502	1401	1434	2,902
PCT HISPANIC PUPILS (ST AVG=33.10%)										
303	UNDER 5%	29,729	53	76	66	68	1580	1491	1537	13,879
165	5% TO UNDER 10%	39,796	55	77	68	69	1591	1497	1542	17,845
164	10% TO UNDER 20%	35,117	53	75	66	68	1578	1493	1538	16,446
100	20% TO UNDER 30%	31,594	47	73	60	62	1561	1462	1507	16,710
122	30% TO UNDER 50%	51,340	40	68	53	56	1535	1428	1476	30,717
170	50% AND OVER	47,760	35	65	46	50	1517	1397	1448	31,282
PCT MINORITY PUPILS (ST AVG=49.70%)										
108	UNDER 5%	5,779	58	78	69	71	1587	1502	1545	2,541
121	5% TO UNDER 10%	11,263	56	77	68	70	1585	1500	1545	5,007
195	10% TO UNDER 20%	28,728	57	79	70	71	1598	1506	1554	12,310
141	20% TO UNDER 30%	32,771	57	77	69	71	1590	1505	1554	14,228
222	30% TO UNDER 50%	50,494	48	73	61	63	1566	1468	1513	26,232
237	50% AND OVER	106,301	37	67	50	52	1526	1413	1461	66,561
PERCENT LOW INCOME (ST AVG=39.75%)										
143	UNDER 20%	55,900	60	81	72	73	1609	1517	1566	22,442
209	20% TO UNDER 30%	30,395	52	75	65	67	1573	1484	1532	14,562
220	30% TO UNDER 40%	45,790	47	72	60	62	1554	1462	1504	24,478
290	40% TO UNDER 60%	64,830	40	68	52	55	1533	1427	1472	39,187
115	60% TO UNDER 80%	22,266	35	65	47	51	1521	1402	1452	14,484
47	80% AND OVER	16,155	27	60	38	42	1492	1358	1414	11,726

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 7

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
AVG. TEACHER EXPER (ST AVG=11.3 YRS)										
248	UNDER 9.7 YEARS	36,909	45	71	58	61	1551	1450	1500	20,173
256	9.7 TO UNDER 11.1 YEARS	56,752	48	73	61	63	1565	1465	1510	29,290
258	11.1 TO UNDER 12.3 YEARS	89,581	47	73	60	62	1559	1461	1508	47,587
262	12.3 YEARS AND OVER	52,094	43	70	55	57	1546	1440	1487	29,829
AVG. TEACHER SALARY (ST AVG=\$25,897)										
246	UNDER \$23,176	10,151	45	72	58	61	1551	1451	1496	5,580
263	\$23,176 TO UNDER \$24,237	27,816	47	72	61	62	1555	1466	1505	14,745
261	\$24,237 TO UNDER \$25,425	56,297	45	71	59	60	1553	1455	1498	30,765
254	\$25,425 AND OVER	141,072	46	72	58	61	1559	1454	1504	75,789
PCT MINORITY TCHRS (ST AVG=22.40%)										
570	UNDER 5%	68,835	57	79	69	71	1596	1505	1553	29,764
186	5% TO UNDER 10%	35,925	51	75	64	66	1574	1478	1525	17,653
125	10% TO UNDER 20%	37,923	46	71	59	61	1551	1458	1502	20,512
42	20% TO UNDER 30%	20,243	44	70	57	57	1547	1449	1488	11,424
48	30% TO UNDER 50%	36,731	37	66	49	52	1521	1409	1461	23,204
53	50% AND OVER	35,679	32	63	43	47	1510	1384	1434	24,322
% TCHRS W ADV DEGREE (ST AVG=32.0%)										
249	UNDER 19.0%	21,675	38	66	50	54	1527	1414	1468	13,436
259	19.0% TO UNDER 26.9%	45,932	43	70	56	58	1544	1441	1487	26,216
259	26.9% TO UNDER 34.9%	79,147	49	73	62	64	1565	1471	1517	40,156
257	34.9% AND OVER	88,582	47	73	59	61	1563	1460	1507	47,071
1,024	STATE TOTAL	235,336	46	72	59	61	1556	1456	1503	126,879

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

Section VII

Grade 5 Results

The Grade 5 Texas Assessment of Academic Skills (TAAS) test was administered to 247,802 students in October 1990. Fifty-two percent of the Grade 5 students passed all tests taken, and three percent of the students tested achieved Academic Recognition in the writing, reading, and mathematics subject areas.

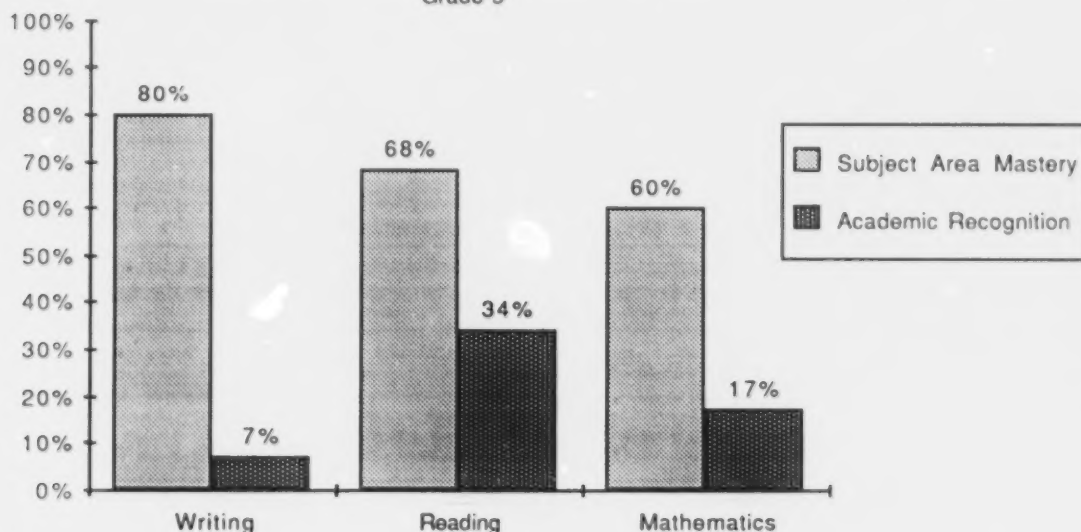
The table below illustrates the number of students tested, the number and percent of students mastering the test, and the average scale score in each subject area.

**Student Performance by Subject Area
Grade 5**

	Total Tested	Mastered the Test	Average Scale Score
Writing	241,726	192,813 (80%)	1597
Reading	242,758	165,972 (68%)	1553
Mathematics	244,647	147,323 (60%)	1529

The following chart displays the percent of students mastering each subject area, and the percent of students achieving Academic Recognition in each subject area.

**Subject Area Mastery and Academic Recognition
Grade 5**



Subject Area Performance

Writing - Grade 5 students were required to write a narrative composition with an expressive purpose on a specified topic. The writing prompt asked students to write a story for a specified audience such as a teacher, or classmate, or "someone else." Ninety-one percent of the Grade 5 students wrote a successful composition by achieving a rating of 2 or higher. Eighty-two percent of the Grade 5 students received ratings of 2 or 3, while eight percent of the students achieved a rating of 4 on the written composition.

In the multiple-choice portion of the writing test, Grade 5 students had the most difficulty recognizing the appropriate spelling, capitalization, and punctuation within the context of a written passage (60% mastery). A remediation strategy for this objective could be to encourage students to proofread and edit their own writing and to edit the work of their classmates to identify and correct errors in spelling, capitalization, and punctuation. The table below lists the mastery rates from highest to lowest for the three multiple-choice writing objectives.

Writing Objective Mastery

Objective

6. English Usage	83%
5. Sentence Construction	75%
7. Use of Spelling, Capitalization, and Punctuation	60%

The overall writing test was mastered by eighty percent of the Grade 5 students. Seven percent of the students tested achieved Academic Recognition in writing by mastering each of the objectives consisting of multiple-choice items as well as scoring a 4 on the written composition.

Reading - Sixty-eight percent of the Grade 5 students demonstrated mastery of the reading test with thirty-four percent achieving Academic Recognition. Students achieved the highest mastery rate (76%) on Objective 4 which requires students to identify cause and effect relationships in a variety of written texts. Students also had higher mastery rates when asked to identify word meaning by reading a passage (75% mastery). The two lowest-performing reading objectives were summarization and point of view, propaganda, and fact and nonfact. Success on each of these objectives requires that students read the entire passage critically and evaluate pertinent points in the passage prior to responding to the test items. The following table presents mastery rates from highest to lowest for each reading objective.

Reading Objective Mastery

Objective

4. Relationships and Outcomes	76%
1. Word Meaning	75%
2. Supporting Ideas	70%
5. Inferences and Generalizations	64%
3. Summarization	59%
6. Point of View, Propaganda, and Fact and Nonfact	57%

Mathematics - Sixty percent of the students demonstrated mastery of the Grade 5 mathematics test. Seventeen percent of the students tested achieved Academic Recognition by mastering each of the thirteen mathematics objectives.

Overall, students performed best on the objectives within the Concepts Domain. The highest performing objective in the Concepts Domain, probability and statistics (86% mastery), required students to determine possible outcomes in a given situation, analyze data, and interpret graphs. In the Operations Domain, Objective 8, use of multiplication to solve problems, had the lowest mastery rate (54%). On each objective in the Operations Domain, Grade 5 students had difficulty both in choosing the correct operation (+, -, x, ÷) and in computing the answer.

The three objectives assessing problem-solving skills had the lowest mastery rates on the Grade 5 mathematics test. Only fifty percent of the students demonstrated mastery of the two objectives requiring students to estimate solutions or evaluate the reasonableness of a solution to a problem situation and express or solve problems using mathematical representation. The lowest-performing mathematics objective was problem solving using solution strategies (44% mastery). This objective required students to select strategies or solve problems using geometric concepts or using basic operations with whole numbers and addition and subtraction with decimals.

Performance on two objectives in the Operations Domain (addition and subtraction) and on one objective in problem solving (problem solving using mathematical representation) revealed significant gender differences in mastery rates, where girls performed better than boys by six or more percentage points.

The mathematics subject area test assessed three broad domains: Concepts, Operations, and Problem-Solving. The following chart illustrates the mathematics objectives mastery rates from highest to lowest in each domain.

Mathematics Objective Mastery

<u>Objective</u>	<u>Concepts Domain</u>	
5. Probability and Statistics		86%
3. Geometric Properties and Relationships		77%
2. Algebraic/Mathematical Relations and Functions		73%
1. Number Concepts		72%
4. Measurement Concepts		67%
	<u>Operations Domain</u>	
6. Use of Addition to Solve Problems		75%
9. Use of Division to Solve Problems		61%
7. Use of Subtraction to Solve Problems		58%
8. Use of Multiplication to Solve Problems		54%
	<u>Problem-Solving Domain</u>	
10/13. Problem Solving: Estimation/Reasonableness		50%
12. Problem Solving using Mathematical Representation		50%
11. Problem Solving using Solution Strategies		44%

Demographic Performance

Students - The statewide Demographic Performance Summary shown in Figure 28 provides objective-level and subject area results for various demographic and program participation groupings of students.

At Grade 5, fifteen percent of the 14,328 students identified as limited English proficient passed all tests taken, compared with a fifty-four percent mastery rate among non limited English proficient students. Students identified as limited English proficient achieved a significantly higher mastery rate on the writing portion of the test compared with either the mathematics or reading sections, as shown in the following table.

	<u>Writing</u>	<u>Reading</u>	<u>Mathematics</u>
Limited English proficient students	48%	26%	26%
Non limited English proficient students	82%	71%	62%
Difference in Mastery Rates	34	45	36

The difference in mastery rates between LEP and non-LEP students was greatest in the area of reading (45 percentage points). While LEP students had the same mastery rate in reading and mathematics (26% mastery), the narrower gap in mastery rates between LEP and non-LEP in mathematics (36 percentage points) is the result of poorer performance by non-LEP students (62% mastery).

Twenty-one percent of the Grade 5 students identified as being at-risk of dropping out passed all tests taken, while fifty-eight percent of the students not identified as at-risk of dropping out passed all tests taken. Fifty-nine

percent of the at-risk students passed the writing section of TAAS, while lower mastery rates were demonstrated on the reading (39%) and mathematics (31%) sections.

Comparisons in the area of writing among the three major ethnic groups indicate that eighty-six percent of the white students passed the overall writing test, while seventy-two percent of the black students and seventy-three percent of the Hispanic students demonstrated mastery. However, the disparity in performance among the ethnic groups was much smaller on the narrative composition section of the writing test. Eighty-seven percent of the Hispanic students and eighty-eight percent of the black students wrote a successful composition, compared with ninety-three percent of the white students. Statewide performance results for Grade 5 students, aggregated by ethnicity, are presented in the following chart.

**Mastery Rates by Ethnic Group
October 1990**

	<u>Number Tested</u>	<u>Mastery Rate</u>	<u>Average Scale Score</u>
Black			
Writing	34,563	72%	1550
Reading	34,656	53%	1473
Mathematics	35,008	40%	1436
Hispanic			
Writing	76,923	73%	1553
Reading	77,264	56%	1484
Mathematics	78,139	48%	1466
White			
Writing	123,619	86%	1635
Reading	124,205	79%	1616
Mathematics	124,815	73%	1590

The following tables aggregate assessment result by participation in a free or reduced price meal program (economically disadvantaged) and/or the Chapter 1 Regular program.

Economically Disadvantaged

	<u>Number Tested</u>	<u>Mastery Rate</u>	<u>Average Scale Score</u>
Participants			
Writing	95,471	71%	1542
Reading	95,855	53%	1470
Mathematics	97,042	44%	1453
Nonparticipants			
Writing	143,787	86%	1634
Reading	144,423	78%	1609
Mathematics	145,101	71%	1580

Chapter 1 Regular Program

	<u>Number Tested</u>	<u>Mastery Rate</u>	<u>Average Scale Score</u>
Participants			
Writing	37,686	58%	1492
Reading	37,855	35%	1397
Mathematics	38,302	28%	1390
Nonparticipants			
Writing	201,456	84%	1618
Reading	202,296	75%	1583
Mathematics	203,718	66%	1556

District - The District Analysis Report displays student performance results categorized by various district demographic groupings. Results aggregated by district type show that major suburban (60% mastery) and rural (55% mastery) districts posted the highest percent of students passing all tests taken.

Results aggregated in equal refined average daily attendance district wealth groupings show a twenty-four percentage point difference in percent of students passing all tests taken between the lowest and highest wealth groupings.

Performance results aggregated by education service center (ESC) regions show that Region 19 (El Paso) had the lowest percent of student passing all tests taken (39%). Region 13 (Austin) and Region 14 (Abilene) had the highest percent of students passing all tests taken (58%).

Remediation- Section 21.557 of the Texas Education Code requires districts to provide remedial instruction for students failing any section of the TAAS test. The Grade 5 TAAS test identified 120,068 students who will require remediation in one or more subject areas.

**Grade 5 Students Requiring Remediation
October 1990**

Failed One Test Only	48,810	20%
Failed Two Tests Only	39,561	16%
Failed All Three Tests	<u>31,697</u>	<u>12%</u>
Total	120,068	48%



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 05

ALL STUDENTS

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

TEST PERFORMANCE					GROUP CHARACTERISTICS				
					NUMBER		PERCENT		
WRITING					270208		100		
WRITTEN COMMUNICATION					849		0		
1-4 WRITTEN COMPOSITION - NARRATIVE					15659		6		
RATING:					3929		1		
NUMBER:					1989		1		
PERCENT:					247802		92		
NUMBER USING WRONG PURPOSE/MODE:					313				
NUMBER WRITING OFF TOPIC:					221				
5. SENTENCE CONSTRUCTION					181421		75		
6. ENGLISH USAGE					201684		83		
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION					144688		60		
NUMBER TESTED IN WRITING: 241726									
AVERAGE SCALE SCORE: 1597									
TEAMS EQUIVALENT: 700									
TOTAL WRITING: MASTERY LEVEL					192013		80		
ACADEMIC RECOGNITION					16298		7		
READING									
READING COMPREHENSION									
1. WORD MEANING					182058		75		
2. SUPPORTING IDEAS					170919		70		
3. SUMMARIZATION					143610		59		
4. RELATIONSHIPS AND OUTCOMES					183853		76		
5. INFERENCES AND GENERALIZATIONS					155963		64		
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT					137864		57		
NUMBER TESTED IN READING: 242758									
AVERAGE SCALE SCORE: 1553									
TEAMS EQUIVALENT: 799									
TOTAL READING: MASTERY LEVEL					165972		68		
ACADEMIC RECOGNITION					82253		34		
MATHEMATICS									
CONCEPTS									
1. NUMBER CONCEPTS					175878		72		
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS					178129		73		
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS					188713		77		
4. MEASUREMENT CONCEPTS					164426		67		
5. PROBABILITY AND STATISTICS					210271		86		
OPERATIONS									
6. USE OF ADDITION TO SOLVE PROBLEMS					184582		75		
7. USE OF SUBTRACTION TO SOLVE PROBLEMS					142680		59		
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS					132606		54		
9. USE OF DIVISION TO SOLVE PROBLEMS					148514		61		
PROBLEM SOLVING									
10/13. PROBLEM SOLVING: ESTIMATION/REASONABLENESS					123153		50		
11. PROBLEM SOLVING USING SOLUTION STRATEGIES					100820		44		
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION					121631		50		
NUMBER TESTED IN MATHEMATICS: 244647									
AVERAGE SCALE SCORE: 1529									
TEAMS EQUIVALENT: 817									
TOTAL MATHEMATICS: MASTERY LEVEL					147323		60		
ACADEMIC RECOGNITION					42731		17		
GROUP PERFORMANCE									
- = no data reported for fewer than five students									
* = status as of March 16, 1990									
All Students					247802		52		
Male					124258		48		
Female					123553		55		
American Indian or Alaskan Native					437		53		
Asian or Pacific Islander					4979		74		
Black					35523		32		
Hispanic					79040		38		
White					126500		65		
Economically Disadvantaged: Yes					98482		35		
No					146767		65		
*Chapter 1 Regular Program: Yes					38862		17		
No					206261		58		
*Migrant Status: Former					2329		32		
Current					2692		27		
Nonmigrant					235216		52		
*Chapter 1 Migrant: Remedial Writing					862		21		
Remedial Reading					2378		22		
Remedial Mathematics					1157		25		
Eligible Nonparticipants					1684		38		
*Limited English Proficient: Yes					14328		15		
No					230607		54		
*Bilingual/ESL Program: Bilingual					8956		12		
ESL					4817		19		
Neither					230933		54		
*Special Education: Learning Disability					8950		17		
Emotionally Disturbed					839		25		
Speech Handicapped					5622		36		
Visually Handicapped					96		31		
Other Handicap Condition					563		26		
Not in Special Education					229065		55		
*Gifted-Talented Program: Yes					22172		94		
No					223229		47		
*At-Risk: Yes					43159		21		
No					197005		58		
*Continuous Enrollment: One Year					31626		50		
Two Years					23273		53		
Three Years					23123		54		
Four Years					36996		53		
Five Years					82639		56		
More Than Five Years					33130		41		
Mode of Entry: Alternative to Social Prom.					5763		10		
Retained					2986		22		
Promoted					232591		53		

FIGURE 25



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 05

SPECIAL EDUCATION STUDENTS

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

TEST PERFORMANCE				GROUP CHARACTERISTICS			
				MASTERING		NUMBER	PERCENT
				NUMBER	PERCENT		
WRITING				Total Answer Documents Submitted			
WRITTEN COMMUNICATION				Students Absent From All Tests			
				Students Exempt From All Tests: ARD			
				Students Exempt From All Tests: LEP			
				Other Students Not Tested			
				Number Of Students Tested			
1-4. WRITTEN COMPOSITION - NARRATIVE				9054	76		
RATING: 0 1 2 3 4							
NUMBER: 97 2807 5611 3103 340							
PERCENT: 1 23 47 26 3							
NUMBER USING WRONG PURPOSE/MODE: 13							
NUMBER WRITING OFF TOPIC: 33							
5. SENTENCE CONSTRUCTION				6485	54		
6. ENGLISH USAGE				7705	64		
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION				4364	36		
NUMBER TESTED IN WRITING: 11958							
AVERAGE SCALE SCORE: 1487							
TEAMS EQUIVALENT: 709							
TOTAL WRITING: MASTERY LEVEL				6543	55		
ACADEMIC RECOGNITION				252	2		
READING							
READING COMPREHENSION							
1. WORD MEANING				6762	55		
2. SUPPORTING IDEAS				5843	48		
3. SUMMARIZATION				5042	41		
4. RELATIONSHIPS AND OUTCOMES				7043	57		
5. INFERENCES AND GENERALIZATIONS				5263	43		
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT				4863	40		
NUMBER TESTED IN READING: 12286							
AVERAGE SCALE SCORE: 1435							
TEAMS EQUIVALENT: 746							
TOTAL READING: MASTERY LEVEL				5440	44		
ACADEMIC RECOGNITION				2083	17		
MATHEMATICS							
CONCEPTS							
1. NUMBER CONCEPTS				7327	53		
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS				7790	56		
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS				8878	64		
4. MEASUREMENT CONCEPTS				6687	48		
5. PROBABILITY AND STATISTICS				9773	70		
OPERATIONS							
6. USE OF ADDITION TO SOLVE PROBLEMS				7401	53		
7. USE OF SUBTRACTION TO SOLVE PROBLEMS				5069	36		
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS				4428	32		
9. USE OF DIVISION TO SOLVE PROBLEMS				5133	37		
PROBLEM SOLVING							
10/13. PROBLEM SOLVING: ESTIMATION/REASONABLENESS				4146	30		
11. PROBLEM SOLVING USING SOLUTION STRATEGIES				3852	28		
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION				4398	32		
NUMBER TESTED IN MATHEMATICS: 13948							
AVERAGE SCALE SCORE: 1408							
TEAMS EQUIVALENT: 752							
TOTAL MATHEMATICS: MASTERY LEVEL				4653	33		
ACADEMIC RECOGNITION				989	7		
				GROUP PERFORMANCE			
				- = no data reported for fewer than five students			
				* = status as of March 16, 1990			
				All Students			
				Male			
				Female			
				American Indian or Alaskan Native			
				Asian or Pacific Islander			
				Black			
				Hispanic			
				White			
				Economically Disadvantaged: Yes			
				No			
				*Chapter 1 Regular Program: Yes			
				No			
				*Migrant Status: Former			
				Current			
				Nonmigrant			
				*Chapter 1 Migrant: Remedial Writing			
				Remedial Reading			
				Remedial Mathematics			
				Eligible Nonparticipants			
				*Limited English Proficient: Yes			
				No			
				*Bilingual/ESL Program: Bilingual			
				ESL			
				Neither			
				*Special Education: Learning Disability			
				Emotionally Disturbed			
				Speech Handicapped			
				Visually Handicapped			
				Other Handicap Condition			
				Not In Special Education			
				*Gifted-Talented Program: Yes			
				No			
				*At-Risk: Yes			
				No			
				*Continuous Enrollment: One Year			
				Two Years			
				Three Years			
				Four Years			
				Five Years			
				More Than Five Years			
				Mode of Entry: Alternative to Social Prom.			
				Retained			
				Promoted			

FIGURE 26



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 05

NON SPECIAL EDUCATION STUDENTS

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

TEST PERFORMANCE				GROUP CHARACTERISTICS		
				NUMBER	PERCENT	
WRITING						
WRITTEN COMMUNICATION						
1-4 WRITTEN COMPOSITION - NARRATIVE			206740	92		
RATING:	0	1	2	3	4	
NUMBER:	434	18761	92613	95138	18989	
PERCENT:	0	8	41	42	8	
NUMBER USING WRONG PURPOSE/MODE:			291			
NUMBER WRITING OFF TOPIC:			183			
5. SENTENCE CONSTRUCTION			172149	76		
6. ENGLISH USAGE			190888	84		
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION			138133	61		
NUMBER TESTED IN WRITING: 225935						
AVERAGE SCALE SCORE: 1604						
TEAMS EQUIVALENT: 784						
TOTAL WRITING: MASTERY LEVEL				183343	81	
ACADEMIC RECOGNITION				15840	7	
READING						
READING COMPREHENSION						
1. WORD MEANING			172493	76		
2. SUPPORTING IDEAS			162475	72		
3. SUMMARIZATION			136357	60		
4. RELATIONSHIPS AND OUTCOMES			173997	77		
5. INFERENCES AND GENERALIZATIONS			148334	65		
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT			130982	58		
NUMBER TESTED IN READING: 226601						
AVERAGE SCALE SCORE: 1560						
TEAMS EQUIVALENT: 802						
TOTAL READING: MASTERY LEVEL				158062	70	
ACADEMIC RECOGNITION				78943	35	
MATHEMATICS						
CONCEPTS						
1. NUMBER CONCEPTS			165813	73		
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS			167544	74		
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS			176838	78		
4. MEASUREMENT CONCEPTS			155157	68		
5. PROBABILITY AND STATISTICS			192219	87		
OPERATIONS						
6. USE OF ADDITION TO SOLVE PROBLEMS			174104	77		
7. USE OF SUBTRACTION TO SOLVE PROBLEMS			135402	60		
8. USE OF MULTIPLICATION TO SOLVE PROBLEMS			126096	56		
9. USE OF DIVISION TO SOLVE PROBLEMS			141045	62		
PROBLEM SOLVING						
10/13. PROBLEM SOLVING: ESTIMATION/REASONABLENESS			117058	52		
11. PROBLEM SOLVING USING SOLUTION STRATEGIES			103249	46		
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION			115322	51		
NUMBER TESTED IN MATHEMATICS: 226801						
AVERAGE SCALE SCORE: 1537						
TEAMS EQUIVALENT: 821						
TOTAL MATHEMATICS: MASTERY LEVEL				140382	62	
ACADEMIC RECOGNITION				41017	18	
GROUP CHARACTERISTICS						
Total Answer Documents Submitted				236486	100	
Students Absent From All Tests				743	0	
Students Exempt From All Tests: ADD				1602	1	
Students Exempt From All Tests: LEP				3663	2	
Other Students Not Tested				1415	1	
Number Of Students Tested				229063	97	
GROUP PERFORMANCE						
- = no data reported for fewer than five students						
* = status as of March 16, 1990						
All Students				229063	53	3
Male				112362	50	2
Female				116570	56	4
American Indian or Alaskan Native				404	54	2
Asian or Pacific Islander				4746	75	9
Black				32728	34	1
Hispanic				73655	39	1
White				116983	67	5
Economically Disadvantaged: Yes				91116	36	1
No				136846	65	5
*Chapter 1 Regular Program: Yes				35472	18	0
No				192392	60	4
*Migrant Status: Former				2131	32	0
Current				2489	28	0
Nonmigrant				217076	54	3
*Chapter 1 Migrant: Remedial Writing				813	22	0
Remedial Reading				2235	23	0
Remedial Mathematics				1094	26	0
Eligible Nonparticipants				1537	39	1
*Limited English Proficient: Yes				13152	15	0
No				214690	56	3
*Bilingual/ESL Program: Bilingual				8211	12	0
ESL				4461	20	0
Neither				215027	56	3
*Special Education: Learning Disability				0	-	-
Emotionally Disturbed				0	-	-
Speech Handicapped				0	-	-
Visually Handicapped				0	-	-
Other Handicap Condition				0	-	-
Not In Special Education				229063	53	3
*Gifted-Talented Program: Yes				21515	95	16
No				206721	49	2
*At-Risk: Yes				37938	22	0
No				185747	60	4
*Continuous Enrollment: One Year				29585	51	3
Two Years				21599	54	3
Three Years				21400	56	3
Four Years				34586	54	3
Five Years				77381	57	3
More Than Five Years				29965	44	2
Mode of Entry: Alternative to Social Prom.				4248	10	0
Retained				2694	23	0
Promoted				217514	55	3

100



TEXAS ASSESSMENT OF ACADEMIC SKILLS DEMOGRAPHIC PERFORMANCE SUMMARY

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REPORT DATE DECEMBER 1990 DATE OF TESTING: OCTOBER 1990 GRADE 05 STATEWIDE			WRITING								READING									
			WRITTEN COMMUNICATION								READING COMPREHENSION									
			1	2	3	4	5	6	7	8	1	2	3	4	5	6	AVERAGE SCALE SCORE	PERCENT MASTERING READING TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION ALL OBJECTIVES MASTERED	
			WRITTEN COMPOSITION	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	AVERAGE SCALE SCORE	PERCENT MASTERING WRITING TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION (4 ON COMPOSITION = ALL OBJECTIVES MASTERED)		WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA AND FACT AND NONFACT	AVERAGE SCALE SCORE	PERCENT MASTERING READING TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION ALL OBJECTIVES MASTERED	
* = STATUS AS OF MARCH 16, 1990			PERCENT PASSING ALL TESTS TAKEN	NUMBER OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS						NUMBER OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS								
ALL STUDENTS TESTED	52	241726	91	75	83	60	1597	80	7	242758	75	70	59	76	64	57	1553	68	34	
MALE	48	120417	88	71	81	54	1568	74	5	121140	73	66	55	73	62	54	1537	65	31	
FEMALE	44	121127	94	79	85	66	1579	85	2	121618	77	74	64	78	69	56	1570	71	33	
NO INFORMATION PROVIDED	44	182	87	68	79	51	1598	74	5	184	73	66	56	71	61	50	1524	64	24	
AMERICAN INDIAN OR ALASKAN NATIVE	53	425	91	72	84	61	1596	82	1	427	76	70	57	76	66	56	1553	68	34	
ASIAN OR PACIFIC ISLANDER	44	4917	95	87	84	64	1689	91	16	4916	86	85	67	87	78	69	1641	84	34	
BLACK	44	3456	88	65	75	53	1590	73	5	3456	65	59	49	68	48	47	1584	64	24	
HISPANIC	44	7693	87	68	78	54	1604	77	5	7694	69	61	51	69	58	49	1604	69	34	
WHITE	44	123619	93	82	89	66	1640	86	10	124205	84	79	68	84	76	66	1616	84	34	
NO INFORMATION PROVIDED	41	1279	86	68	79	49	1557	72	5	1290	68	63	53	69	56	48	1510	64	24	
ECONOMICALLY DISADVANTAGED: YES	35	95471	87	66	76	49	1542	71	3	95855	63	59	47	65	49	45	1470	53	19	
NO INFO. PROV.	46	143783	93	89	81	53	1572	86	4	144437	73	73	65	78	69	59	1509	71	34	
*CHAPTER 1 REGULAR PROGRAM: YES	17	37686	82	56	67	36	1492	58	1	37855	49	43	34	52	34	33	1397	44	9	
NO INFO. PROV.	44	201456	92	79	87	54	1618	84	9	202296	80	76	64	80	70	58	1622	77	34	
*MIGRANT STATUS: FORMER	22	2261	84	65	75	42	1523	66	2	2269	55	53	44	59	44	44	1439	49	6	
CURRENT	22	2592	80	61	67	37	1496	62	2	2608	49	48	38	53	37	37	1408	44	6	
NONMIGRANT	46	227560	91	72	84	58	1600	80	6	228500	76	71	60	76	69	61	1597	74	34	
NO INFORMATION PROVIDED	46	9313	89	72	81	58	1583	78	6	9351	72	67	56	73	61	44	1504	64	24	
*CHAPTER 1 MIGRANT: REMEDIAL WRITING	21	830	76	56	60	30	1473	51	1	833	42	39	32	46	32	32	1377	44	9	
REMEDIAL READING	21	2299	80	65	65	33	1488	56	1	2316	46	44	34	49	44	44	1444	49	9	
REMEDIAL MATHEMATICS	21	1113	78	66	76	36	1467	57	1	1121	48	48	37	51	47	47	1449	49	9	
ELIGIBLE NONPARTICIPANTS	21	1633	85	77	76	37	1640	62	1	1640	59	59	48	60	59	59	1640	59	9	
NO INFORMATION PROVIDED	46	10032	89	72	81	57	1579	77	6	10069	72	66	56	73	60	44	1531	64	24	
*LIMITED ENGLISH PROFICIENT: YES	15	13825	73	52	57	27	1458	48	1	13882	42	36	29	41	24	24	1357	37	6	
NO INFO. PROV.	46	225119	92	77	85	52	1606	82	5	226072	77	73	61	78	67	61	1593	74	34	
*BILINGUAL/ESL PROGRAM: BILINGUAL	12	8650	70	51	55	32	1444	43	0	8719	40	33	27	38	21	21	1462	37	5	
ESL	12	4626	79	62	62	32	1485	46	1	4617	48	48	37	47	30	30	1466	44	5	
NEITHER	44	25433	92	76	89	52	1606	82	5	25579	77	73	61	78	67	61	1593	74	34	
NO INFORMATION PROV.	47	3021	89	72	81	56	1584	77	6	3043	73	67	57	74	61	44	1569	64	24	

FIGURE 28



TEXAS ASSESSMENT OF ACADEMIC SKILLS DEMOGRAPHIC PERFORMANCE SUMMARY

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REPORT DATE: DECEMBER 1990		WRITING										READING									
DATE OF TESTING: OCTOBER 1990		WRITTEN COMMUNICATION										READING COMPREHENSION									
GRADE: 05																					
STATEWIDE																					
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
		WRITTEN COMPOSITION	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	AVERAGE SCALE SCORE	PERCENT MASTERING WRITING TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION 14 ON COMPOSITION + ALL OBJECTIVES MASTERED											AVERAGE SCALE SCORE	PERCENT MASTERING READING TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION / ALL OBJECTIVES MASTERED
		PERCENT OF STUDENTS DEMONSTRATING MASTERY										PERCENT OF STUDENTS DEMONSTRATING MASTERY									
		* = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS										* = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS									
* = STATUS AS OF MARCH 16, 1990		PERCENT PASSING ALL TESTS TAKEN	NUMBER OF STUDENTS TESTED	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
*SPECIAL EDUCATION: LEARNING DISABILITY		17	6408	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
EMOTIONALLY DISTURBED		17	719	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
SPEECH HANDICAPPED		17	5176	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
VISUALLY HANDICAPPED		17	89	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
OTHER HANDICAP CONDITION		17	487	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
NOT IN SPECIAL EDUCATION		17	225435	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
NO INFORMATION PROVIDED		17	3831	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
*GIFTED-TALENTED PROGRAM: YES		94	22006	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
NO		47	217416	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
NO INFO. PROV.		41	2304	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
*AT-RISK: YES		21	41346	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
NO		46	192550	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
NO INFORMATION PROVIDED		46	7430	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
*CONTINUOUS ENROLLMENT: ONE YEAR		50	30727	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
TWO YEARS		50	33302	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
THREE YEARS		50	32555	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
FOUR YEARS		50	36210	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
FIVE YEARS		50	81095	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
MORE THAN FIVE YEARS		50	120550	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
NO INFO. PROV.		47	16434	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
MODE OF ENTRY: ALTERNATIVE TO SOCIAL PROM.		10	5034	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
RETAINED		44	2871	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
PROMOTED		44	22761	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56
NO INFORMATION PROVIDED		44	6210	69	56	56	56	56	56	56	56	69	56	56	56	56	56	56	56	56	56



TEXAS ASSESSMENT OF ACADEMIC SKILLS DEMOGRAPHIC PERFORMANCE SUMMARY

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REPORT DATE: DECEMBER 1990 DATE OF TESTING: OCTOBER 1990 GRADE 05 STATEWIDE			MATHEMATICS															AVERAGE SCALE SCORE	PERCENT MASTERING MATHEMATICS TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION (ALL OBJECTIVES MASTERED)
			CONCEPTS					OPERATIONS				PROBLEM SOLVING								
			1	2	3	4	5	6	7	8	9	10-11	11	12						
			NUMBER CONCEPTS	ALGEBRAIC MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING ESTIMATION: REASONABLENESS	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION						
* = STATUS AS OF MARCH 16, 1990			NUMBER OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY * = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS																
ALL STUDENTS TESTED			244647	72	73	77	67	86	75	58	54	61	50	44	50	1529	60	17		
MALE			122541	72	73	77	68	85	71	55	52	60	50	45	53	1525	59	18		
FEMALE			121919	72	73	78	67	86	80	62	56	60	51	45	47	1533	61	16		
NO INFORMATION PROVIDED			187	63	73	73	67	86	75	56	46	58	52	36	43	1496	55	14		
AMERICAN INDIAN OR ALASKAN NATIVE			432	72	74	74	68	86	72	59	52	56	53	45	47	1525	60	16		
ASIAN OR PACIFIC ISLANDER			4957	85	86	87	81	93	90	80	78	81	70	67	68	1636	83	20		
BLACK			35008	60	64	69	50	76	65	43	38	62	32	29	33	1456	40	6		
HISPANIC			78139	60	62	72	58	82	71	49	45	62	38	34	39	1466	43	6		
WHITE			124815	82	81	82	77	87	81	68	64	62	62	59	61	1590	77	19		
NO INFORMATION PROVIDED			1296	64	65	71	61	82	71	52	47	58	44	39	41	1486	56	14		
ECONOMICALLY DISADVANTAGED: YES			97042	59	63	71	56	80	68	46	42	49	36	31	35	1453	44	8		
NO			145101	80	80	81	75	90	80	66	62	66	60	51	55	1580	71	15		
NO INFO. PROV.			2504	70	69	76	64	83	73	55	51	58	47	42	47	1510	56	15		
*CHAPTER 1 REGULAR PROGRAM: YES			38302	49	54	66	46	72	58	34	28	36	33	20	34	1490	28	3		
NO			203718	76	76	79	71	89	79	64	59	66	56	49	55	1559	59	12		
NO INFO. PROV.			2627	67	67	73	62	81	71	53	49	56	45	41	46	1498	54	10		
*MIGRANT STATUS: FORMER			2304	54	59	71	56	78	68	46	41	47	33	30	33	1442	43	7		
CURRENT			2656	55	53	68	53	74	66	43	47	44	33	29	30	1420	38	5		
NONMIGRANT			230261	72	73	77	68	86	76	64	55	61	53	45	50	1535	61	18		
NO INFORMATION PROVIDED			9426	69	68	73	62	84	72	54	50	56	47	42	46	1505	54	16		
*CHAPTER 1 MIGRANT: REMEDIAL WRITING			847	43	48	67	49	68	57	32	31	39	24	22	25	1387	29	4		
REMEDIAL READING			2347	47	51	67	50	72	63	40	35	40	25	23	25	1408	29	4		
REMEDIAL MATHEMATICS			1143	47	53	68	54	72	62	44	35	42	27	23	28	1410	29	4		
ELIGIBLE NONPARTICIPANTS			1662	57	61	73	54	80	72	50	45	52	37	31	35	1559	47	9		
NO INFORMATION PROVIDED			10176	68	68	73	62	83	72	54	49	55	46	41	45	1502	54	15		
*LIMITED ENGLISH PROFICIENT: YES			14162	39	47	62	44	67	57	33	28	34	21	20	23	1376	26	3		
NO			227675	74	74	78	69	87	77	60	56	62	51	46	52	1559	59	12		
NO INFO. PROV.			2810	69	68	74	64	83	72	53	49	56	46	41	47	1504	56	14		
*BILINGUAL/ESL PROGRAM: BILINGUAL			8836	37	45	61	41	66	56	31	26	33	19	19	20	1365	23	3		
ESL			4763	45	52	65	48	71	60	37	33	40	24	21	27	1400	28	4		
NEITHER			227984	74	74	78	69	87	76	60	56	62	51	46	52	1538	59	12		
NO INFORMATION PROV.			3064	70	69	75	64	83	73	53	49	56	47	43	48	1507	57	15		

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY

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REPORT DATE DECEMBER 1990 DATE OF TESTING OCTOBER 1990 GRADE 05 STATEWIDE		MATHEMATICS														
		CONCEPTS					OPERATIONS				PROBLEM SOLVING			AVERAGE SCALE SCORE	PERCENT MASTERING MATHEMATICS TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION
		1	2	3	4	5	6	7	8	9	10-12	11	12			
		NUMBER CONCEPTS	ALGEBRAIC MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION TO SOLVE PROBLEMS	USE OF DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING ESTIMATION/REASONABLENESS	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION			
* = STATUS AS OF MARCH 16, 1990 NUMBER OF STUDENTS TESTED		PERCENT OF STUDENTS DEMONSTRATING MASTERY * = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS														
*SPECIAL EDUCATION: LEARNING DISABILITY		8261	44	49	59	41	63	44	28	22	27	41	41	41	41	41
EMOTIONALLY DISTURBED		785	55	57	59	51	61	49	28	22	27	41	41	41	41	41
SPEECH HANDICAPPED		549	45	64	70	57	69	64	27	22	27	41	41	41	41	41
VISUALLY HANDICAPPED		94	60	57	57	57	66	61	30	26	26	46	46	46	46	46
OTHER HANDICAP CONDITION		529	56	56	63	46	67	52	30	26	26	46	46	46	46	46
NOT IN SPECIAL EDUCATION		226001	72	74	78	69	87	74	40	30	30	46	46	46	46	46
NO INFORMATION PROVIDED		3896	70	72	77	66	84	74	40	30	30	46	46	46	46	46
*GIFTED-TALENTED PROGRAM: YES		22018	96	95	93	94	98	96	92	91	94	90	83	87	90	90
NO		220289	70	71	76	65	85	73	48	51	57	46	46	46	46	46
NO INFO. PROV.		2340	65	65	71	61	80	69	48	46	53	46	46	46	46	46
*AT-RISK: YES		42363	50	55	67	48	73	57	35	30	38	27	24	27	27	27
NO		199762	77	77	80	71	89	79	54	50	56	46	46	46	46	46
NO INFORMATION PROVIDED		7522	69	69	71	63	83	73	54	51	56	46	46	46	46	46
*CONTINUOUS ENROLLMENT: ONE YEAR		31109	21	22	26	67	85	74	27	22	22	49	44	49	49	49
TWO YEARS		3303	24	25	27	68	87	75	27	22	22	49	44	49	49	49
THREE YEARS		2830	24	25	28	69	88	77	27	22	22	49	44	49	49	49
FOUR YEARS		556	22	24	28	68	86	76	27	22	22	49	44	49	49	49
FIVE YEARS		6181	25	25	30	70	88	78	27	22	22	49	44	49	49	49
MORE THAN FIVE YEARS		1291	24	25	29	60	80	70	27	22	22	49	44	49	49	49
NO INFO. PROV.		16712	68	69	73	64	83	73	55	51	56	49	44	49	49	49
MODE OF ENTRY: ALTERNATIVE TO SOCIAL PROM.		5518	34	43	59	36	58	44	33	29	29	16	16	16	16	16
RETAINED		229877	59	58	68	51	82	58	33	29	29	16	16	16	16	16
PROMOTED		6336	69	67	73	69	82	72	33	29	29	16	16	16	16	16
NO INFORMATION PROVIDED																

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District Analysis Report

Texas Assessment of Academic Skills
Grade 5
October 1990

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 5

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE - OCTOBER 1990			STUDENTS NEEDING ANY REMEDICATION
				WRITING	READING	MATH	WRITING	READING	MATH	
ADA GROUPINGS										
6	OVER 50,000	41,761	41	75	59	51	1567	1506	1485	24,487
15	25,000 TO 49,999	42,617	58	83	74	67	1614	1583	1563	17,765
44	10,000 TO 24,999	58,574	54	82	70	63	1614	1564	1540	26,882
41	5,000 TO 9,999	23,083	50	80	67	59	1596	1544	1520	11,497
92	3,000 TO 4,999	29,852	53	80	70	61	1599	1565	1533	14,025
115	1,600 TO 2,999	19,974	49	78	67	58	1589	1548	1520	10,114
125	1,000 TO 1,599	12,733	50	77	67	59	1581	1544	1519	6,430
207	500 TO 999	11,486	53	80	70	62	1595	1559	1533	5,415
404	UNDER 500	7,708	55	80	73	65	1593	1567	1541	3,439
DISTRICT TYPE										
8	MAJOR URBAN	48,400	42	75	60	51	1567	1510	1487	28,041
61	MAJOR SUBURBAN	71,571	60	85	75	68	1627	1590	1567	28,859
23	OTHER CENTRAL CITY	31,952	52	81	68	61	1607	1555	1532	15,286
74	OTHER CC SUBURBAN	22,027	49	78	66	58	1585	1540	1515	11,289
65	INDEPENDENT TOWN	22,567	50	79	68	58	1591	1551	1519	11,316
81	NON-METRO FAST GROWING	7,459	52	77	68	61	1592	1549	1531	3,599
271	NON-METRO STABLE	32,832	49	77	67	58	1583	1544	1516	16,673
466	RURAL	10,980	55	80	72	64	1594	1564	1539	4,991
WEALTH (MEDIAN=\$157,104)										
105	UNDER \$82,513	25,753	40	72	57	50	1555	1491	1475	15,418
105	\$82,513 TO \$99,523	14,989	45	75	64	54	1567	1528	1501	8,213
105	\$99,524 TO \$115,679	9,871	49	80	68	58	1586	1544	1515	5,048
106	\$115,680 TO \$133,839	21,581	48	77	66	57	1581	1537	1510	11,326
105	\$133,840 TO \$157,103	26,509	53	80	70	61	1601	1563	1532	12,530
105	\$157,104 TO \$181,840	30,637	54	82	71	62	1606	1567	1539	14,168
106	\$181,841 TO \$220,234	32,889	56	82	72	64	1611	1572	1547	14,539
104	\$220,235 TO \$287,975	43,644	54	82	70	62	1613	1565	1539	20,219
104	\$287,976 TO \$443,845	34,778	54	81	69	63	1606	1563	1546	15,893
99	OVER \$443,845	6,840	62	85	77	71	1634	1603	1581	2,590
5	SPECIAL DISTRICTS	299	63	87	80	69	1634	1592	1555	110
WEALTH (ST AVG=\$205,696)										
698	UNDER \$205,696	147,737	50	79	67	58	1588	1545	1519	74,573
346	OVER \$205,696	99,752	55	82	70	63	1611	1566	1545	45,371
5	SPECIAL DISTRICTS	299	63	87	80	69	1634	1592	1555	110

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 5

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
WEALTH BY EQUAL RADA PER GROUP										
25	UNDER \$51,611	11,983	38	70	53	48	1547	1470	1469	7,430
70	\$51,611 TO < \$79,599	12,025	42	74	61	50	1561	1507	1477	7,023
75	\$79,599 TO < \$93,431	11,887	44	74	63	54	1565	1521	1495	6,639
113	\$93,431 TO < \$111,174	12,309	48	78	67	57	1579	1542	1513	6,407
82	\$111,174 TO < \$124,674	12,102	48	77	66	57	1581	1539	1512	6,317
56	\$124,674 TO < \$133,840	11,888	48	78	67	57	1584	1539	1512	6,189
63	\$133,840 TO < \$147,075	12,437	52	79	69	61	1589	1555	1530	6,003
40	\$147,075 TO < \$158,339	12,068	54	82	71	62	1612	1573	1537	5,499
32	\$158,339 TO < \$163,010	13,253	52	81	70	60	1603	1563	1530	6,299
39	\$163,010 TO < \$174,981	12,933	53	82	70	62	1603	1566	1538	6,066
58	\$174,981 TO < \$190,253	12,786	57	82	73	66	1618	1577	1557	5,472
49	\$190,253 TO < \$206,247	12,799	57	84	74	65	1614	1581	1548	5,494
29	\$206,247 TO < \$217,719	12,797	54	81	70	62	1607	1559	1541	5,913
48	\$217,719 TO < \$244,860	12,534	60	84	74	69	1637	1587	1572	4,979
41	\$244,860 TO < \$268,755	9,294	55	81	73	63	1608	1576	1545	4,140
1	\$268,755 TO < \$269,138	13,836	41	76	61	49	1576	1514	1480	8,189
32	\$269,138 TO < \$298,578	12,899	62	86	77	69	1635	1599	1571	4,965
53	\$298,578 TO < \$367,048	12,369	56	82	72	64	1614	1573	1550	5,496
13	\$367,048 TO < \$388,497	13,122	48	78	61	58	1586	1521	1525	6,788
125	\$388,497 AND OVER	12,168	62	84	77	70	1628	1607	1580	4,636
5	SPECIAL DISTRICTS	299	63	87	80	69	1634	1592	1555	110
TOTAL TAX EFFORT (ST AVG=\$0.9606)										
259	UNDER 0.8092	31,767	48	77	64	57	1578	1527	1509	16,678
263	0.8092 TO UNDER 0.9716	97,897	48	78	66	57	1587	1541	1513	50,639
261	0.9716 TO UNDER 1.1289	67,803	54	81	70	62	1605	1565	1541	31,325
261	1.1289 AND OVER	50,022	57	83	73	65	1619	1580	1557	21,304
5	SPECIAL DISTRICTS	299	63	87	80	69	1634	1592	1555	110
M&O EFF. TAX EFFORT (MEDIAN=\$0.8130)										
260	UNDER 0.6780	44,019	46	76	63	55	1574	1523	1502	23,903
262	0.6780 TO 0.8129	91,941	50	80	67	59	1594	1547	1522	45,805
263	0.8130 TO 0.9647	67,764	55	81	71	63	1608	1571	1548	30,604
259	OVER 0.9647	43,765	55	82	71	63	1612	1569	1545	19,632
5	SPECIAL DISTRICTS	299	63	87	80	69	1634	1592	1555	110
M&O EFF. TAX EFFORT (ST AVG=\$0.8150)										
527	UNDER 0.8150	138,543	49	78	66	58	1588	1539	1516	69,932
517	OVER 0.8150	110,946	55	81	71	63	1609	1570	1545	50,012
5	SPECIAL DISTRICTS	299	63	87	80	69	1634	1592	1555	110

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 5

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION		
				WRITING	READING	MATH	WRITING	READING	MATH			
APR GROUPS: ENROLL WEALTH % LOW INC												
190	<1K	< AVG.	<40%	7,190	57	83	75	66	1603	1575	1549	3,090
190	<1K	< AVG.	>=40	5,786	48	77	66	58	1578	1538	1514	2,990
121	<1K	> AVG.	<40%	3,308	62	85	77	70	1628	1599	1573	1,250
94	<1K	> AVG.	>=40	1,810	48	75	68	57	1565	1538	1509	941
90	1K TO < 3K	< AVG.	<40%	11,359	53	80	71	63	1594	1566	1538	5,299
85	1K TO < 3K	< AVG.	>=40	11,108	41	72	59	49	1558	1508	1478	6,558
41	1K TO < 3K	> AVG.	<40%	5,649	56	81	73	66	1612	1582	1555	2,465
25	1K TO < 3K	> AVG.	>=40	3,013	49	79	66	57	1597	1540	1513	1,538
64	3K TO < 10K	< AVG.	<40%	22,853	54	82	72	62	1606	1570	1535	10,600
37	3K TO < 10K	< AVG.	>=40	14,556	42	72	58	50	1557	1497	1483	8,500
35	3K TO < 10K	> AVG.	<40%	13,981	60	84	76	68	1624	1596	1566	5,588
4	3K TO < 10K	> AVG.	>=40	1,610	45	80	64	52	1604	1523	1492	880
22	>10K	< AVG.	<40%	39,795	56	82	72	64	1609	1575	1547	17,667
20	>10K	< AVG.	>=40	35,090	43	77	62	53	1572	1513	1491	19,871
19	>10K	> AVG.	<40%	33,797	66	88	79	74	1651	1617	1602	11,357
7	>10K	> AVG.	>=40	36,584	42	75	59	51	1572	1507	1486	21,354
5	SPECIAL DISTRICTS			299	63	87	80	69	1634	1592	1555	110
SPTB HIGHEST CATEGORY												
328	RESIDENTIAL			145,902	54	81	71	62	1606	1566	1541	67,070
330	LAND			11,733	52	78	69	61	1585	1549	1524	5,683
185	OIL AND GAS			13,466	47	76	65	55	1580	1532	1502	7,175
201	BUSINESS			76,388	48	78	65	57	1585	1533	1512	40,016
5	SPECIAL DISTRICTS			299	63	87	80	69	1634	1592	1555	110
SMALL/SPARSE ADJSTMNT (ST AVG=29.7%)												
290	NO SMALL/SPARSE ADJUSTMENT			212,689	52	80	68	60	1599	1553	1529	103,093
192	UNDER 22.0%			18,764	49	77	67	58	1580	1545	1517	9,564
191	22.0% TO UNDER 31.4%			8,781	54	81	72	64	1598	1563	1538	4,004
192	31.4% TO UNDER 36.8%			4,155	55	80	72	65	1597	1562	1543	1,873
184	36.8% AND OVER			3,399	55	80	73	63	1598	1570	1538	1,520
PDI LEVEL (MEDIAN=1.07)												
262	UNDER 1.05			7,395	57	82	74	66	1602	1573	1547	3,208
122	1.05 TO UNDER 1.06			6,298	55	81	73	64	1593	1571	1539	2,828
245	1.06 TO UNDER 1.08			19,671	54	81	72	62	1600	1568	1538	9,099
242	1.08 TO 1.11			44,137	53	81	71	62	1603	1567	1535	20,619
178	1.11 AND OVER			170,287	50	79	67	59	1596	1547	1525	84,300

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 5

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDICATION
				WRITING	READING	MATH	WRITING	READING	MATH	
OPERATING COST/RADA (ST AVG= \$3,837)										
211	UNDER \$3,476	58,567	52	80	70	61	1596	1558	1530	27,934
212	\$3,476 TO \$3,806	78,052	52	80	69	60	1597	1554	1529	37,680
212	\$3,807 TO \$4,211	64,937	50	79	67	58	1597	1547	1522	32,491
212	\$4,212 TO \$4,940	38,160	52	80	67	61	1599	1550	1536	18,385
202	OVER \$4,940	8,072	56	81	73	64	1606	1579	1547	3,564
ESC REGION										
37	I EDINBURG	16,548	41	73	56	51	1561	1487	1480	9,736
43	II CORPUS CHRISTI	8,270	51	81	68	60	1598	1549	1524	4,060
41	III VICTORIA	4,272	51	79	68	59	1597	1551	1526	2,099
55	IV HOUSTON	52,997	55	82	71	63	1614	1566	1545	24,103
29	V BEAUMONT	6,497	48	79	66	56	1584	1544	1513	3,395
57	VI HUNTSVILLE	8,034	50	77	68	59	1590	1550	1519	3,980
98	VII KILGORE	11,076	53	81	71	61	1598	1566	1532	5,201
48	VIII MT PLEASANT	3,887	52	80	70	61	1590	1560	1529	1,877
40	IX WICHITA FALLS	2,897	55	81	73	64	1603	1579	1539	1,314
79	X RICHARDSON	32,632	55	81	69	64	1606	1562	1550	14,805
77	XI FORT WORTH	23,036	55	82	72	64	1613	1574	1544	10,257
78	XII WACO	8,247	53	82	70	61	1602	1560	1534	3,874
56	XIII AUSTIN	14,180	58	84	74	66	1623	1586	1560	5,953
43	XIV ABILENE	3,476	58	85	76	66	1634	1584	1554	1,461
44	XV SAN ANGELO	3,509	54	82	72	62	1609	1570	1537	1,609
68	XVI AMARILLO	5,824	53	79	72	62	1587	1571	1534	2,766
61	XVII LUBBOCK	6,106	49	78	67	56	1585	1544	1509	3,138
33	XVIII MIDLAND	6,138	47	77	64	56	1583	1535	1505	3,267
12	XIX EL PASO	9,729	39	70	59	48	1540	1500	1471	5,915
50	XX SAN ANTONIO	20,433	45	76	64	54	1573	1529	1497	11,244
TEAMS: PCT PASSING ALL TESTS TAKEN										
76	UNDER 60%	9,698	31	63	49	40	1520	1449	1432	6,720
367	60% TO UNDER 75%	120,715	44	76	62	53	1573	1521	1496	67,173
543	75% TO UNDER 90%	112,124	60	85	76	68	1626	1592	1567	44,979
63	90% AND OVER	5,251	77	92	87	84	1688	1672	1666	1,182
DENSITY (ST AVG=11.34 RADA/SQ MI)										
559	LESS THAN 5	24,193	50	78	68	59	1585	1547	1522	12,036
278	5 TO UNDER 20	37,746	50	78	67	58	1586	1545	1517	18,991
116	20 TO UNDER 100	43,893	51	79	68	59	1596	1553	1525	21,525
91	100 AND OVER	141,657	52	81	69	61	1603	1557	1535	67,392
5	SPECIAL DISTRICTS	299	63	87	80	69	1634	1592	1555	110

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 5

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
RADA CHG:88/89-89/90 (ST AVG=1.57%)										
458	DECLINING RADA	66,652	47	78	65	57	1580	1531	1511	35,213
311	0% TO UNDER 3%	113,945	50	79	68	59	1594	1553	1522	56,483
166	3% TO UNDER 6%	49,071	58	83	73	66	1619	1577	1559	20,757
67	6% TO UNDER 10%	14,492	59	82	73	67	1623	1579	1563	5,953
47	10% AND OVER	3,628	55	82	71	64	1610	1564	1539	1,648
PCT BLACK PUPILS (ST AVG=14.50%)										
619	UNDER 5%	88,538	51	79	68	60	1591	1548	1525	43,596
136	5% TO UNDER 10%	48,127	58	84	74	66	1622	1586	1558	20,133
148	10% TO UNDER 20%	47,949	54	81	71	63	1605	1568	1545	21,865
73	20% TO UNDER 30%	14,934	54	80	71	62	1602	1566	1539	8,857
61	30% TO UNDER 50%	43,830	43	77	61	52	1577	1514	1493	24,800
12	50% AND OVER	4,410	36	73	58	44	1553	1497	1455	2,803
PCT HISPANIC PUPILS (ST AVG=33.10%)										
310	UNDER 5%	30,964	56	82	73	65	1608	1582	1554	13,471
170	5% TO UNDER 10%	41,577	59	84	76	67	1625	1594	1564	16,846
169	10% TO UNDER 20%	37,026	60	85	75	68	1628	1589	1569	14,842
101	20% TO UNDER 30%	33,729	53	81	69	62	1602	1557	1532	15,941
125	30% TO UNDER 50%	55,527	46	78	64	55	1584	1530	1505	29,967
174	50% AND OVER	48,965	41	73	59	50	1556	1499	1479	28,987
PCT MINORITY PUPILS (ST AVG=49.70%)										
112	UNDER 5%	6,125	58	82	75	67	1608	1588	1561	2,583
123	5% TO UNDER 10%	11,685	59	83	76	68	1615	1595	1564	4,742
202	10% TO UNDER 20%	29,962	62	86	77	70	1631	1602	1578	11,421
143	20% TO UNDER 30%	34,383	62	85	77	70	1634	1602	1579	13,068
227	30% TO UNDER 50%	52,648	53	81	71	62	1605	1564	1535	24,599
242	50% AND OVER	112,985	44	76	61	53	1572	1515	1493	63,641
PERCENT LOW INCOME (ST AVG=39.75%)										
150	UNDER 20%	58,470	65	87	80	73	1647	1617	1595	20,293
212	20% TO UNDER 30%	31,367	57	82	74	66	1611	1580	1552	13,522
224	30% TO UNDER 40%	48,375	51	79	69	60	1592	1555	1525	23,597
293	40% TO UNDER 60%	70,246	45	77	63	54	1579	1523	1498	38,697
116	60% TO UNDER 80%	23,235	41	74	59	50	1563	1501	1479	13,732
54	80% AND OVER	16,095	37	70	53	47	1540	1471	1463	10,213

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 5

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
AVG. TEACHER EXPER (ST AVG=11.3 YRS)										
262	UNDER 9.7 YEARS	38,254	53	81	69	62	1602	1552	1538	17,797
259	9.7 TO UNDER 11.1 YEARS	58,882	53	80	70	62	1604	1561	1535	27,601
259	11.1 TO UNDER 12.3 YEARS	94,859	52	80	69	61	1597	1559	1532	45,568
269	12.3 YEARS AND OVER	55,793	48	78	65	57	1588	1535	1513	29,088
AVG. TEACHER SALARY (ST AVG=\$25,897)										
260	UNDER \$23,176	10,762	50	77	69	59	1577	1547	1519	5,368
265	\$23,176 TO UNDER \$24,237	29,235	51	79	69	60	1591	1554	1524	14,333
264	\$24,237 TO UNDER \$25,425	58,962	50	79	68	58	1592	1548	1518	29,574
260	\$25,425 AND OVER	148,829	52	80	69	61	1602	1556	1535	70,779
PCT MINORITY TCHRS (ST AVG=22.40%)										
589	UNDER 5%	71,871	62	85	77	70	1630	1601	1575	27,573
186	5% TO UNDER 10%	37,673	56	82	73	65	1612	1574	1552	16,526
126	10% TO UNDER 20%	39,518	51	79	68	59	1594	1553	1524	19,409
44	20% TO UNDER 30%	21,762	50	79	67	58	1593	1551	1522	10,835
47	30% TO UNDER 50%	39,475	41	74	59	51	1563	1503	1483	23,143
57	50% AND OVER	37,489	40	74	58	49	1562	1495	1475	22,568
% TCHRS W ADV DEGREE (ST AVG=32.0%)										
260	UNDER 19.0%	21,638	44	74	61	54	1567	1510	1495	12,049
264	19.0% TO UNDER 26.9%	47,837	48	77	66	57	1583	1538	1511	24,903
263	26.9% TO UNDER 34.9%	84,034	55	81	71	63	1609	1568	1543	38,022
262	34.9% AND OVER	94,279	52	81	69	61	1601	1558	1534	45,080
1,049	STATE TOTAL	247,788	52	80	68	60	1597	1553	1529	120,054

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

Section VIII

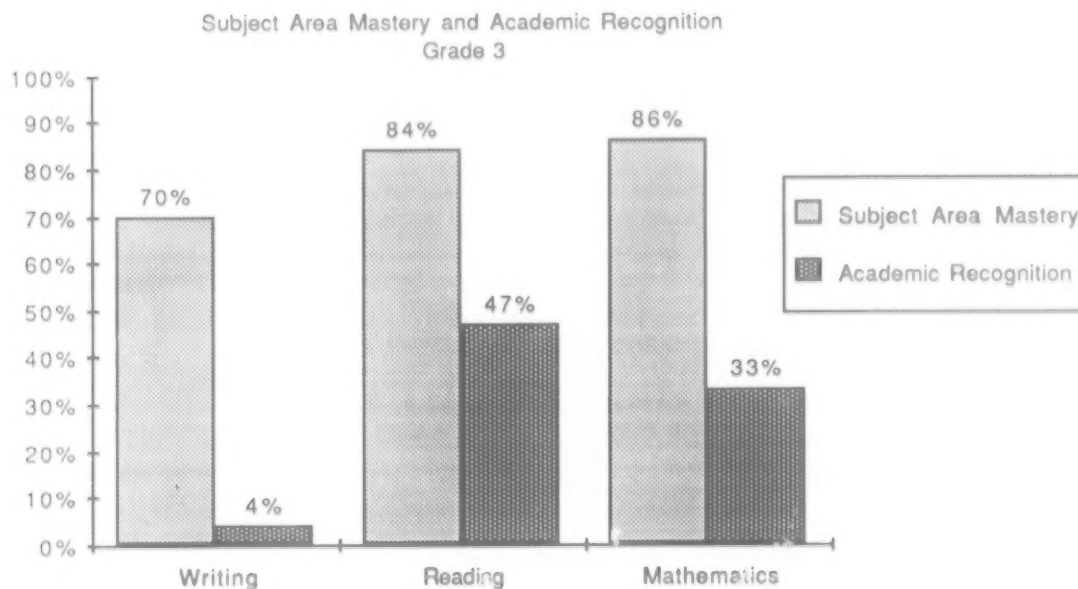
Grade 3 Results

The Texas Assessment of Academic Skills (TAAS) test was administered to 246,497 Grade 3 students in October 1990. Sixty-four percent of students tested passed all subject area tests taken. Three percent of the students tested achieved Academic Recognition in all three subject areas (writing, reading, and mathematics). The following table presents student performance by subject area.

**Student Performance by Subject Area
Grade 3**

	Total Tested	Mastered the Test	Average Scale Score
Writing	240,246	168,072 (70%)	1573
Reading	241,145	202,333 (84%)	1650
Mathematics	243,637	209,830 (86%)	1663

The following chart illustrates the percent of Grade 3 students meriting Academic Recognition relative to the mastery rate for each subject area test.



The October 1990 test represents the transition from basic skills to higher order, problem-solving skills. Statewide results for Grade 3 indicate that student performance was weak on test objectives that required higher order thinking skills.

Subject Area Performance

Writing - Seventy percent of the Grade 3 students who tested achieved mastery of the October 1990 Grade 3 TAAS writing test. This test consisted of two sections: a multiple-choice section and a written composition. Four percent of the students mastered all three objectives tested with multiple-choice items and scored a 4 on the written composition, thereby achieving Academic Recognition.

The table below lists the mastery rates from highest to lowest for the three multiple-choice writing objectives.

Writing Objective Mastery

Objective

6. English Usage	89%
5. Sentence Construction	71%
7. Use of Spelling, Capitalization, and Punctuation	55%

Of the three instructional objectives tested in a multiple-choice format, students exhibited the highest mastery rate (89%) on Objective 6, which requires the student to recognize appropriate English usage within the context of a written passage. Students had the most difficulty (55% mastery) with Objective 7, which requires the student to recognize appropriate spelling, capitalization, and punctuation within the context of a written passage. Supplemental instruction on this objective may include having students practice proofreading their compositions and those of fellow students in order to identify correct and incorrect spelling, capitalization, and punctuation.

In addition to the multiple-choice portion of the writing test, Grade 3 students were required to write a composition in which they described a picture. Eighty-three percent of students tested wrote a successful composition, scoring 2 or higher. Only five percent of the students wrote a composition earning a score of 4. Of those responses that received a 1, nine percent were annotated as having used the wrong purpose/mode. Seven percent of the responses that received a 0 were annotated as being written off topic.

Reading - Eighty-four percent of Grade 3 students mastered the reading test, and forty-seven percent mastered all six reading objectives, thereby achieving Academic Recognition. The following table lists the mastery rates from highest to lowest for the reading objectives.

Reading Objective Mastery

Objective

5. Inferences and Generalizations	87%
2. Supporting Ideas	86%
6. Point of View, Propaganda, and Fact and Nonfact	77%
1. Word Meaning	76%
4. Relationships and Outcomes	74%
3. Summarization	65%

Students had the highest rates of mastery with Objective 5 (87%), which requires students to analyze information in a variety of written texts in order to make inferences and generalizations, and with Objective 2 (86%), which requires students to identify supporting ideas in a variety of written texts. Third graders had the most difficulty (65% mastery) with Objective 3, summarizing a variety of written texts. To be successful on summarization tasks, students needed to synthesize information obtained from a careful reading of the passage.

Mathematics - Eighty-six percent of the Grade 3 students who tested mastered the mathematics portion of the TAAS test, and thirty-three percent mastered all mathematics objectives tested and therefore merited Academic Recognition. The mathematics subject area test assessed three broad domains: Concepts, Operations, and Problem-Solving. The table below shows the mathematics objectives ranked from highest to lowest within each domain.

Mathematics Objective Mastery

Objective	Concepts Domain	
5. Probability and Statistics		94%
3. Geometric Properties and Relationships		91%
1. Number Concepts		87%
2. Algebraic/Mathematical Relations and Functions		85%
4. Measurement Concepts		82%
	Operations Domain	
8/9. Use of Multiplication/Division to Solve Problems		85%
7. Use of Subtraction to Solve Problems		81%
6. Use of Addition to Solve Problems		79%
	Problem-Solving Domain	
11. Problem Solving using Solution Strategies		75%
12. Problem Solving using Mathematical Representation		65%
10/13. Problem Solving using Estimation/Reasonableness		65%

Students performed relatively well in the Operations and Concepts Domains. In contrast, students had the most difficulty with the Problem-Solving Domain which reflects the fact that students did less well on portions of the TAAS test that require critical thinking and problem-solving ability. The two problem-solving objectives with the lowest mastery rates required students to express or solve problems using mathematical representation or to estimate or evaluate the reasonableness of a solution to a problem situation. On both objectives students had difficulty identifying and evaluating key information from the problem situation and/or the accompanying chart or graph.

Demographic Performance

Students - The statewide Demographic Performance Summary Report shown in Figure 32 presents objective and subject area mastery for each demographic

category for which data were collected. One phenomenon apparent in the data is the significant difference in performance by sex. At Grade 3, sixty percent of males and sixty-eight percent of females mastered all tests taken. The greatest discrepancy in performance between the sexes was on the writing test; sixty-five percent of the males mastered the writing test versus seventy-five percent of the females. Females did significantly better (87% mastery) on the reading test than males (81% mastery). This difference in performance is evident at the upper grades as well. Both sexes performed equally (86% mastery) on the mathematics test.

Fifty percent of black students, fifty-two percent of Hispanic students, and seventy-four percent of white students passed all tests taken. Grade 3 students identified as being at risk of dropping out had a thirty-seven percent mastery rate; sixty-eight percent of the students identified as not being at risk of dropping out mastered all sections of the tests taken. At Grade 3, 15,687 students were identified as being limited English proficient (LEP). Of these, thirty-four percent mastered all sections of the tests taken, compared to a mastery rate of sixty-six percent for non-LEP students. Students identified as limited English proficient and/or at-risk performed best on the mathematics portion of the TAAS test (LEP students - 68% mastery, at-risk - 71% mastery), while the writing test posed the greatest difficulty for both groups. On the reading test, fifty-nine percent of the limited English proficient students and sixty-three percent of the at-risk students achieved mastery.

Mastery rates by subject area test are presented below for the categories of ethnicity, participation in a free or reduced meal plan program (economically disadvantaged), and participation in a Chapter 1 Regular Program.

Mastery Rates by Ethnic Group October 1990

	<u>Number Tested</u>	<u>Mastery Rate</u>	<u>Average Scale Score</u>
Black			
Writing	34,883	59%	1517
Reading	34,994	76%	1581
Mathematics	35,384	76%	1584
Hispanic			
Writing	72,910	60%	1520
Reading	73,229	76%	1584
Mathematics	74,112	79%	1600
White			
Writing	125,691	78%	1617
Reading	126,125	90%	1707
Mathematics	127,273	93%	1719

Economically Disadvantaged			
	<u>Number Tested</u>	<u>Mastery Rate</u>	<u>Average Scale Score</u>
Participants			
Writing	96,193	58%	1511
Reading	96,576	75%	1575
Mathematics	97,914	78%	1595
Nonparticipants			
Writing	141,916	78%	1615
Reading	142,406	90%	1702
Mathematics	143,516	92%	1710
Chapter 1 Regular Program			
	<u>Number Tested</u>	<u>Mastery Rate</u>	<u>Average Scale Score</u>
Participants			
Writing	37,155	43%	1454
Reading	37,348	61%	1498
Mathematics	37,901	70%	1543
Nonparticipants			
Writing	200,214	75%	1595
Reading	200,887	88%	1679
Mathematics	202,795	89%	1686

District - The District Analysis Report displays student performance results by various district demographic groupings. Results aggregated by district type show the highest performance in major suburban districts (70% mastery) and the lowest performance in major urban districts (56% mastery). The category "percent low income" exhibits wide variation in student performance: districts with less than twenty percent of students coming from low income households have a mastery rate of seventy-six percent, while districts with eighty percent or more of the students coming from low income households have a mastery rate of fifty-one percent, a difference of twenty-five percentage points. Education service center Region XI (Ft. Worth) had the highest mastery rate (68%), and Region XIX (El Paso) had the lowest mastery rate (53%).

Remediation - Section 21.557 of the Texas Education Code requires districts to provide remediation for students who failed any section of the statewide assessment instrument. Thirty-six percent of the Grade 3 students taking the English version test failed one or more subject areas and therefore will require remedial instruction.

Grade 3 Students Requiring Remediation
October 1990

Failed One Test Only	48,124	19%
Failed Two Tests Only	26,865	11%
Failed All Three Tests	<u>14,313</u>	<u>6%</u>
Total	89,302	36%



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 03

ALL STUDENTS

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

TEST PERFORMANCE					GROUP CHARACTERISTICS				
					NUMBER		PERCENT		
WRITING					Total Answer Documents Submitted				
WRITTEN COMMUNICATION					Students Absent From All Tests				
1-4 WRITTEN COMPOSITION - DESCRIPTIVE					Students Exempt From All Tests: ARD				
RATING: 0 1 2 3 4					Students Exempt From All Tests: LEP				
NUMBER: 692 39010 120251 67657 12636					Other Students Not Tested				
PERCENT: 0 16 50 28 5					Number Of Students Tested				
NUMBER USING WRONG PURPOSE/MODE: 3702									
NUMBER WRITING OFF TOPIC: 48									
5. SENTENCE CONSTRUCTION					171685 71				
6. ENGLISH USAGE					213725 89				
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION					132418 55				
NUMBER TESTED IN WRITING: 240246									
AVERAGE SCALE SCORE: 1573									
TEAMS EQUIVALENT: 781									
TOTAL WRITING: MASTERY LEVEL					168072 70				
ACADEMIC RECOGNITION					10795 4				
READING									
READING COMPREHENSION									
1. WORD MEANING					182677 76				
2. SUPPORTING IDEAS					206943 86				
3. SUMMARIZATION					156787 65				
4. RELATIONSHIPS AND OUTCOMES					179474 74				
5. INFERENCES AND GENERALIZATIONS					210356 87				
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT					186535 77				
NUMBER TESTED IN READING: 241145									
AVERAGE SCALE SCORE: 1650									
TEAMS EQUIVALENT: 813									
TOTAL READING: MASTERY LEVEL					202333 84				
ACADEMIC RECOGNITION					114415 47				
MATHEMATICS									
CONCEPTS									
1. NUMBER CONCEPTS					212220 87				
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS					207133 85				
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS					220944 91				
4. MEASUREMENT CONCEPTS					199959 82				
5. PROBABILITY AND STATISTICS					228326 94				
OPERATIONS									
6. USE OF ADDITION TO SOLVE PROBLEMS					192635 79				
7. USE OF SUBTRACTION TO SOLVE PROBLEMS					197150 81				
8/9. USE OF MULTIPLICATION/DIVISION TO SOLVE PROBLEMS					206758 85				
PROBLEM SOLVING									
10/13. PROBLEM SOLVING: ESTIMATION/REASONABLENESS					158366 65				
11. PROBLEM SOLVING USING SOLUTION STRATEGIES					183236 75				
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION					157334 65				
NUMBER TESTED IN MATHEMATICS: 243637									
AVERAGE SCALE SCORE: 1663									
TEAMS EQUIVALENT: 836									
TOTAL MATHEMATICS: MASTERY LEVEL					209830 86				
ACADEMIC RECOGNITION					80544 33				

Total Answer Documents Submitted		261033	100	
Students Absent From All Tests		843	0	
Students Exempt From All Tests: ARD		12050	5	
Students Exempt From All Tests: LEP		1135	0	
Other Students Not Tested		508	0	
Number Of Students Tested		246497	94	
GROUP PERFORMANCE				
- = no data reported for fewer than five students				
* = status as of March 16, 1990				
All Students		246497	64	3
Male		123506	60	2
Female		121376	68	4
American Indian or Alaskan Native		440	64	2
Asian or Pacific Islander		5064	77	5
Black		35875	50	1
Hispanic		74920	52	1
White		128774	74	5
Economically Disadvantaged: Yes		99288	50	1
No		144971	74	4
*Chapter 1 Regular Program: Yes		30444	33	0
No		205068	70	3
*Migrant Status: Former		2057	44	1
Current		2090	43	0
Nonmigrant		232696	64	3
*Chapter 1 Migrant: Remedial Writing		725	37	0
Remedial Reading		1893	37	0
Remedial Mathematics		980	38	1
Eligible Nonparticipants		1469	49	1
*Limited English Proficient: Yes		15687	34	0
No		227282	66	3
*Bilingual/ESL Program: Bilingual		10009	33	0
ESL		4716	38	0
Neither		228191	66	3
*Special Education: Learning Disability		6407	38	0
Emotionally Disturbed		422	40	0
Speech Handicapped		9896	53	2
Visually Handicapped		104	36	1
Other Handicap Condition		548	39	1
Not In Special Education		225574	65	3
*Gifted-Talented Program: Yes		16538	94	14
No		227018	62	2
*At-Risk: Yes		34599	37	0
No		202847	68	3
*Continuous Enrollment: One Year		34076	63	3
Two Years		39197	66	3
Three Years		109214	67	3
Four Years		37100	55	2
Five Years		5032	46	1
More Than Five Years		1344	62	5
Mode of Entry: Alternative to Social Prom.		4518	22	0
Retained		4275	45	0
Promoted		229931	65	3



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 03

SPECIAL EDUCATION STUDENTS

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

TEST PERFORMANCE				GROUP CHARACTERISTICS			
				NUMBER		PERCENT	
WRITING							
WRITTEN COMMUNICATION							
1-4 WRITTEN COMPOSITION - DESCRIPTIVE							
RATING:	0	1	2				
NUMBER:	147	3698	6486				
PERCENT:	1	28	49				
NUMBER USING WRONG PURPOSE/MODE: 274							
NUMBER WRITING OFF TOPIC: 4							
5. SENTENCE CONSTRUCTION							
6. ENGLISH USAGE							
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION							
NUMBER TESTED IN WRITING: 13268							
AVERAGE SCALE SCORE: 1491							
TEAMS EQUIVALENT: 731							
TOTAL WRITING: MASTERY LEVEL							
ACADEMIC RECOGNITION							
READING							
READING COMPREHENSION							
1. WORD MEANING							
2. SUPPORTING IDEAS							
3. SUMMARIZATION							
4. RELATIONSHIPS AND OUTCOMES							
5. INFERENCES AND GENERALIZATIONS							
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT							
NUMBER TESTED IN READING: 13422							
AVERAGE SCALE SCORE: 1563							
TEAMS EQUIVALENT: 764							
TOTAL READING: MASTERY LEVEL							
ACADEMIC RECOGNITION							
MATHEMATICS							
CONCEPTS							
1. NUMBER CONCEPTS							
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS							
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS							
4. MEASUREMENT CONCEPTS							
5. PROBABILITY AND STATISTICS							
OPERATIONS							
6. USE OF ADDITION TO SOLVE PROBLEMS							
7. USE OF SUBTRACTION TO SOLVE PROBLEMS							
8/9. USE OF MULTIPLICATION/DIVISION TO SOLVE PROBLEMS							
PROBLEM SOLVING							
10/13. PROBLEM SOLVING: ESTIMATION/REASONABLENESS							
11. PROBLEM SOLVING USING SOLUTION STRATEGIES							
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION							
NUMBER TESTED IN MATHEMATICS: 15565							
AVERAGE SCALE SCORE: 1592							
TEAMS EQUIVALENT: 796							
TOTAL MATHEMATICS: MASTERY LEVEL							
ACADEMIC RECOGNITION							
GROUP PERFORMANCE							
- = no data reported for fewer than five students							
* = status as of March 16, 1990							
Total Answer Documents Submitted							
Students Absent From All Tests							
Students Exempt From All Tests: ARD							
Students Exempt From All Tests: LEP							
Other Students Not Tested							
Number Of Students Tested							
All Students							
Male							
Female							
American Indian or Alaskan Native							
Asian or Pacific Islander							
Black							
Hispanic							
White							
Economically Disadvantaged: Yes							
No							
*Chapter 1 Regular Program: Yes							
No							
*Migrant Status: Former							
Current							
Nonmigrant							
*Chapter 1 Migrant: Remedial Writing							
Remedial Reading							
Remedial Mathematics							
Eligible Nonparticipants							
*Limited English Proficient: Yes							
No							
*Bilingual/ESL Program: Bilingual							
ESL							
Neither							
*Special Education: Learning Disability							
Emotionally Disturbed							
Speech Handicapped							
Visually Handicapped							
Other Handicap Condition							
Not In Special Education							
*Gifted-Talented Program: Yes							
No							
*At-Risk: Yes							
No							
*Continuous Enrollment: One Year							
Two Years							
Three Years							
Four Years							
Five Years							
More Than Five Years							
Mode of Entry: Alternative to Social Prom.							
Retained							
Promoted							

FIGURE 30



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 03

NON SPECIAL EDUCATION STUDENTS

REPORT DATE: DECEMBER 1990

STATEWIDE

DATE OF TESTING: OCTOBER 1990

TEST PERFORMANCE						GROUP CHARACTERISTICS			
						NUMBER		PERCENT	
WRITING						Total Answer Documents Submitted			
WRITTEN COMMUNICATION						Students Absent From All Tests			
						Students Exempt From All Tests: ARD			
						Students Exempt From All Tests: LEP			
						Other Students Not Tested			
						Number Of Students Tested			
1-4 WRITTEN COMPOSITION - DESCRIPTIVE						GROUP PERFORMANCE			
RATING:						- = no data reported for fewer than five students			
NUMBER:						* = status as of March 16, 1990			
PERCENT:						NUMBER TESTED			
NUMBER USING WRONG PURPOSE/MODE:						PERCENT PASSING ALL TESTS TAKEN			
NUMBER WRITING OFF TOPIC:						PERCENT ACHIEVING ACADEMIC RECOGNITION			
5. SENTENCE CONSTRUCTION						All Students			
6. ENGLISH USAGE						Male			
7. USE OF SPELLING, CAPITALIZATION, AND PUNCTUATION						Female			
						American Indian or Alaskan Native			
						Asian or Pacific Islander			
						Black			
						Hispanic			
						White			
						Economically Disadvantaged: Yes			
						No			
						*Chapter 1 Regular Program: Yes			
						No			
						*Migrant Status: Former			
						Current			
						Nonmigrant			
						*Chapter 1 Migrant: Remedial Writing			
						Remedial Reading			
						Remedial Mathematics			
						Eligible Nonparticipants			
						*Limited English Proficient: Yes			
						No			
						*Bilingual/ESL Program: Bilingual			
						ESL			
						Neither			
						*Special Education: Learning Disability			
						Emotionally Disturbed			
						Speech Handicapped			
						Visually Handicapped			
						Other Handicap Condition			
						Not In Special Education			
						*Gifted-Talented Program: Yes			
						No			
						*At-Risk: Yes			
						No			
						*Continuous Enrollment: One Year			
						Two Years			
						Three Years			
						Four Years			
						Five Years			
						More Than Five Years			
						Mode of Entry: Alternative to Social Prom.			
						Retained			
						Promoted			
NUMBER TESTED IN WRITING: 222180									
AVERAGE SCALE SCORE: 1578									
TEAMS EQUIVALENT: 784									
TOTAL WRITING: MASTERY LEVEL						157856			
ACADEMIC RECOGNITION						10248			
READING									
READING COMPREHENSION									
1. WORD MEANING						170938			
2. SUPPORTING IDEAS						193032			
3. SUMMARIZATION						146562			
4. RELATIONSHIPS AND OUTCOMES						167551			
5. INFERENCES AND GENERALIZATIONS						196074			
6. POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT						174097			
NUMBER TESTED IN READING: 222885									
AVERAGE SCALE SCORE: 1655									
TEAMS EQUIVALENT: 816									
TOTAL READING: MASTERY LEVEL						184000			
ACADEMIC RECOGNITION						107529			
MATHEMATICS									
CONCEPTS									
1. NUMBER CONCEPTS						195914			
2. ALGEBRAIC/MATHEMATICAL RELATIONS AND FUNCTIONS						190947			
3. GEOMETRIC PROPERTIES AND RELATIONSHIPS						203401			
4. MEASUREMENT CONCEPTS						184253			
5. PROBABILITY AND STATISTICS						202901			
OPERATIONS									
6. USE OF ADDITION TO SOLVE PROBLEMS						177988			
7. USE OF SUBTRACTION TO SOLVE PROBLEMS						181706			
8/9. USE OF MULTIPLICATION/DIVISION TO SOLVE PROBLEMS						190704			
PROBLEM SOLVING									
10/13. PROBLEM SOLVING: ESTIMATION/REASONABLENESS						146546			
11. PROBLEM SOLVING USING SOLUTION STRATEGIES						168931			
12. PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION						145618			
NUMBER TESTED IN MATHEMATICS: 223191									
AVERAGE SCALE SCORE: 1668									
TEAMS EQUIVALENT: 839									
TOTAL MATHEMATICS: MASTERY LEVEL						193930			
ACADEMIC RECOGNITION						75150			



TEXAS ASSESSMENT OF ACADEMIC SKILLS DEMOGRAPHIC PERFORMANCE SUMMARY

02/14/91

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REPORT DATE DECEMBER 1990			WRITING										READING											
DATE OF TESTING OCTOBER 1990			WRITTEN COMMUNICATION					AVERAGE SCALE SCORE	PERCENT MASTERING WRITING TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION 4 ON COMPOSITION + ALL OBJECTIVES MASTERED	READING COMPREHENSION						AVERAGE SCALE SCORE	PERCENT MASTERING READING TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION (ALL OBJECTIVES MASTERED)					
GRADE 03			1	2	3	4	5				1	2	3	4	5	6								
STATENIDE			WRITTEN COMPOSITION	SENTENCE CONSTRUCTION	ENGLISH USAGE	USE OF SPELLING, CAPITALIZATION AND PUNCTUATION					WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW, PROPAGANDA, AND FACT AND NONFACT								
			PERCENT OF STUDENTS DEMONSTRATING MASTERY = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS						NUMBER OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS														
* = STATUS AS OF MARCH 16, 1990			PERCENT PASSING ALL TESTS TAKEN	NUMBER OF STUDENTS TESTED								NUMBER OF STUDENTS TESTED												
ALL STUDENTS TESTED			64	240246	83	71	89	55	1573	70	4	241145	76	86	65	74	87	77	1650	84	47			
MALE			60	119583	81	67	87	49	1547	65	3	120122	73	83	62	71	85	76	1632	81	44			
FEMALE			68	119109	86	76	91	61	1599	75	4	119450	78	89	68	77	90	79	1669	87	51			
NO INFORMATION PROVIDED			56	1554	80	67	85	49	1540	62	4	1573	70	82	61	89	85	74	1619	79	42			
AMERICAN INDIAN OR ALASKAN NATIVE			64	428	87	71	90	54	1572	71	3	431	78	89	62	75	91	82	1657	88	46			
ASIAN OR PACIFIC ISLANDER			77	4975	89	83	92	76	1640	82	3	4985	84	93	74	82	93	81	1696	92	56			
BLACK			50	34883	77	63	83	49	1517	59	3	34994	67	78	54	69	82	70	1581	76	44			
HISPANIC			52	22910	77	66	84	61	1520	68	3	23229	64	80	56	73	82	65	1584	76	44			
WHITE			74	125691	89	77	94	64	1617	78	4	126255	85	91	73	81	91	86	1707	90	49			
NO INFORMATION PROVIDED			58	1359	80	68	86	49	1546	64	4	1381	71	82	63	72	84	74	1627	81	43			
ECONOMICALLY DISADVANTAGED: YES			50	96193	76	64	82	44	1511	58	2	96576	63	79	54	65	81	66	1575	75	32			
NO			74	141916	88	77	93	63	1635	78	6	142406	84	91	72	81	93	73	1703	90	42			
NO INFO. PROV.			58	2137	80	67	85	49	1553	63	3	2163	71	82	62	70	83	73	1623	79	42			
*CHAPTER 1 REGULAR PROGRAM: YES			33	37155	69	52	73	30	1454	43	1	37348	48	67	42	53	70	52	1498	61	18			
NO			70	200214	86	75	92	60	1595	75	5	200887	81	89	69	78	90	82	1679	88	41			
NO INFO. PROV.			58	2877	79	67	86	49	1545	64	4	2910	71	82	61	70	83	73	1621	80	41			
*MIGRANT STATUS: FORMER			44	2007	74	63	77	40	1491	53	1	2012	54	76	51	62	77	54	1539	69	26			
CURRENT			43	2009	68	62	74	37	1472	49	1	2031	52	74	51	61	75	51	1526	66	24			
NONMIGRANT			64	226845	84	72	89	56	1575	70	5	227680	76	86	65	75	87	78	1653	84	48			
NO INFORMATION PROVIDED			61	4385	81	70	84	55	1560	67	4	4422	74	85	65	72	86	77	1642	83	46			
*CHAPTER 1 MIGRANT: REMEDIAL WRITING			37	691	68	54	70	32	1453	43	1	699	45	68	44	56	69	46	1497	60	20			
REMEDIAL READING			37	1821	66	58	71	33	1456	44	1	1833	46	69	45	56	72	48	1504	61	20			
REMEDIAL MATHEMATICS			38	963	66	57	70	33	1457	44	1	952	45	68	45	56	71	46	1498	61	20			
ELIGIBLE NONPARTICIPANTS			49	1430	74	66	79	44	1499	57	1	1440	54	80	55	66	80	55	1552	73	28			
NO INFORMATION PROVIDED			61	10030	81	69	88	54	1557	67	4	10071	74	84	64	72	86	76	1638	82	45			
*LIMITED ENGLISH PROFICIENT: YES			34	15230	64	57	70	32	1449	43	1	15288	45	67	45	54	70	44	1492	59	18			
NO			66	221610	85	73	90	59	1582	72	5	222412	78	87	66	76	88	80	1661	86	45			
NO INFO. PROV.			61	3406	82	70	87	52	1560	67	5	3445	74	84	64	73	85	75	1638	82	45			
*BILINGUAL/ESL PROGRAM: BILINGUAL			33	9786	63	57	70	30	1443	41	0	9794	44	68	45	54	70	41	1490	59	17			
ESL			38	4544	68	62	73	35	1460	46	0	4572	46	68	44	55	71	48	1498	61	18			
NEITHER			66	22459	85	72	90	59	1581	72	5	22480	78	87	66	76	88	80	1661	86	45			
NO INFORMATION PROV.			61	3457	82	70	88	52	1559	67	4	3499	73	84	64	72	84	75	1638	82	45			

FIGURE 32



TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY

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REPORT DATE: DECEMBER 1990			WRITING										READING									
DATE OF TESTING: OCTOBER 1990			WRITTEN COMMUNICATION							AVERAGE SCALE SCORE	PERCENT MASTERING WRITING TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION 14 ON COMPOSITION + ALL OBJECTIVES MASTERED	READING COMPREHENSION						AVERAGE SCALE SCORE	PERCENT MASTERING READING TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION ALL OBJECTIVES MASTERED	
GRADE 03			1 4 5 8 7				USE OF SPELLING, CAPITALIZATION AND PUNCTUATION	1 2 3 4 5 8														
STATEWIDE			WRITTEN COMPOSITION	SENTENCE CONSTRUCTION	ENGLISH USAGE				WORD MEANING	SUPPORTING IDEAS	SUMMARIZATION	RELATIONSHIPS AND OUTCOMES	INFERENCES AND GENERALIZATIONS	POINT OF VIEW PROPAGANDA, AND FACT AND NONFACT								
PERCENT PASSING ALL TESTS TAKEN			PERCENT OF STUDENTS DEMONSTRATING MASTERY = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS							NUMBER OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS											
* = STATUS AS OF MARCH 16, 1990																						
*SPECIAL EDUCATION: LEARNING DISABILITY	38	4072	58	38	62	20	1402	31	0	4171	42	56	39	47	59	48	1461	51	19			
EMOTIONALLY DISTURBED	40	341	59	40	78	39	1440	41	1	856	62	70	49	58	72	63	1540	87	48			
SPEECH HANDICAPPED	53	9228	56	63	81	48	1525	59	3	9282	66	79	57	67	81	70	1600	76	44			
VISUALLY HANDICAPPED	36	94	69	61	80	39	1459	43	1	98	61	81	57	64	73	74	1573	70	44			
OTHER HANDICAP CONDITION	39	456	85	52	74	48	1458	45	1	470	57	70	48	58	75	57	1535	85	44			
NOT IN SPECIAL EDUCATION	65	22180	89	61	70	56	1578	71	1	22885	77	87	68	72	89	78	1655	85	49			
NO INFORMATION PROVIDED	66	4798	84	73	89	56	1578	71	1	4838	76	85	65	76	86	78	1655	84	49			
*GIFTED-TALENTED PROGRAM: YES	94	16390	96	93	99	87	1761	94	17	16434	97	99	90	94	99	96	1834	99	84			
NO	62	221025	83	70	88	53	1559	68	4	221852	74	85	63	73	86	76	1637	83	46			
NO INFO. PROV.	57	2831	79	67	84	47	1537	63	3	2859	69	80	60	69	82	71	1612	78	40			
*AT-RISK: YES	37	32907	70	53	74	32	1462	45	1	33130	51	69	45	56	71	55	1514	63	22			
NO	68	198553	86	75	91	59	1592	74	5	199189	80	89	68	78	90	81	1674	87	45			
NO INFORMATION PROVIDED	62	8786	82	71	88	54	1564	68	4	8826	73	84	64	73	86	76	1640	83	45			
*CONTINUOUS ENROLLMENT: ONE YEAR	63	33044	83	70	89	53	1568	69	4	33225	76	86	65	74	87	78	1649	84	48			
TWO YEARS	66	38274	84	73	90	58	1585	72	5	38395	78	87	68	76	89	80	1667	86	51			
THREE YEARS	67	107003	85	74	91	58	1588	73	5	107297	79	88	67	77	89	80	1667	86	51			
FOUR YEARS	65	35914	80	66	84	40	1538	65	2	36088	68	81	61	69	82	70	1603	77	44			
FIVE YEARS	62	4788	75	61	78	41	1503	70	1	4828	59	74	53	62	77	63	1521	82	44			
MORE THAN FIVE YEARS	67	1288	83	70	87	54	1503	70	1	1296	75	85	63	74	86	73	1521	82	44			
NO INFO. PROV.	61	19935	81	69	87	53	1559	67	4	20016	74	84	64	73	86	74	1639	82	45			
MODE OF ENTRY: ALTERNATIVE TO SOCIAL PROM.	22	3735	52	37	56	18	1283	25	0	3755	32	47	31	39	52	35	1411	39	11			
RETAINED	45	4082	78	57	80	49	1282	82	1	4158	30	47	39	39	52	35	1411	39	11			
PROMOTED	65	224740	84	72	90	56	1578	71	5	225530	77	87	66	75	88	78	1654	85	49			
NO INFORMATION PROVIDED	59	7689	81	69	87	52	1560	66	5	7732	72	83	62	71	85	75	1634	81	44			

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TEXAS ASSESSMENT OF ACADEMIC SKILLS DEMOGRAPHIC PERFORMANCE SUMMARY

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REPORT DATE DECEMBER 1990		MATHEMATICS														
DATE OF TESTING OCTOBER 1990		CONCEPTS					OPERATIONS			PROBLEM SOLVING			AVERAGE SCALE SCORE	PERCENT MASTERING MATHEMATICS TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION	
GRADE 03		1	2	3	4	5	6	7	8/9	10/11	11	12				
STATEWIDE		NUMBER CONCEPTS	ALGEBRAIC MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION/ DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING ESTIMATION/REASONABLENESS	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION				
* = STATUS AS OF MARCH 16, 1990		NUMBER OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS													
ALL STUDENTS TESTED		243637	87	85	91	82	94	79	81	85	65	75	65	1663	86	33
MALE		122017	88	85	91	83	94	77	81	84	65	77	66	1665	86	33
FEMALE		120033	87	85	91	81	94	81	81	86	65	74	65	1662	86	33
NO INFORMATION PROVIDED		1587	85	82	88	79	91	77	79	82	61	72	57	1632	82	28
AMERICAN INDIAN OR ALASKAN NATIVE		432	89	86	91	82	95	82	80	83	67	74	67	1669	86	33
ASIAN OR PACIFIC ISLANDER		5032	92	90	94	90	96	89	90	91	71	81	74	1741	92	46
BLACK		35384	81	79	87	74	90	68	76	77	49	63	49	1584	76	19
HISPANIC		74112	80	78	87	79	92	75	78	78	54	67	49	1600	79	21
WHITE		127273	92	91	94	86	96	84	83	91	75	83	78	1719	93	44
NO INFORMATION PROVIDED		1404	85	83	90	80	93	77	79	83	63	72	62	1644	85	30
ECONOMICALLY DISADVANTAGED: YES		97914	81	79	87	77	91	73	77	78	53	66	50	1595	78	20
NO		143516	85	84	91	80	92	83	84	89	72	81	72	1710	82	32
NO INFO. PROV.		2207	83	84	91	80	92	77	80	84	62	73	62	1652	84	32
*CHAPTER 1 REGULAR PROGRAM: YES		37901	74	73	83	72	88	66	72	71	44	59	41	1543	70	12
NO		202795	90	87	92	84	95	82	83	87	69	78	69	1686	89	37
NO INFO. PROV.		2941	85	83	89	81	92	76	79	83	64	73	62	1647	85	30
*MIGRANT STATUS: FORMER		2031	75	75	86	76	92	75	78	77	47	65	45	1581	75	18
CURRENT		2068	76	76	86	76	90	76	77	75	48	66	44	1577	76	17
NONMIGRANT		230026	87	85	91	82	94	79	81	85	65	75	64	1665	86	33
NO INFORMATION PROVIDED		9512	86	85	90	80	94	78	80	85	65	76	64	1661	86	33
*CHAPTER 1 MIGRANT: REMEDIAL WRITING		715	70	73	81	75	86	73	74	72	43	61	38	1546	69	13
REMEDIAL READING		1872	70	73	83	73	88	72	76	72	43	63	39	1555	70	13
REMEDIAL MATHEMATICS		969	71	73	83	73	88	72	76	72	43	63	39	1555	70	13
ELIGIBLE NONPARTICIPANTS		1452	78	77	88	78	93	78	78	78	49	69	48	1553	79	14
NO INFORMATION PROVIDED		10167	86	85	90	80	94	78	81	85	64	76	63	1659	86	32
*LIMITED ENGLISH PROFICIENT: YES		15535	71	72	82	75	88	71	75	69	43	57	37	1545	68	13
NO		224623	88	86	91	83	94	80	81	86	67	76	66	1678	87	34
NO INFO. PROV.		3479	86	85	91	82	94	78	79	85	67	75	66	1663	86	34
*BILINGUAL/ESL PROGRAM: BILINGUAL		9922	70	72	82	75	88	71	75	69	42	58	36	1544	68	13
ESL		4670	73	71	83	75	88	72	76	70	44	57	39	1553	70	14
NEITHER		225514	88	86	91	83	94	80	81	86	67	76	66	1671	87	34
NO INFORMATION PROV.		3531	87	85	90	81	93	78	79	85	67	75	66	1664	86	34

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TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY

02/14/91

PAGE 2 OF 2

REPORT DATE DECEMBER 1990 DATE OF TESTING OCTOBER 1990 GRADE 03 STATEWIDE		MATHEMATICS														
		CONCEPTS					OPERATIONS			PROBLEM SOLVING			AVERAGE SCALE SCORE	PERCENT MASTERING MATHEMATICS TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION MATHEMATICS	
		1	2	3	4	5	6	7	8/9	10/11	11	12				
		NUMBER CONCEPTS	ALGEBRAIC MATHEMATICAL RELATIONS AND FUNCTIONS	GEOMETRIC PROPERTIES AND RELATIONSHIPS	MEASUREMENT CONCEPTS	PROBABILITY AND STATISTICS	USE OF ADDITION TO SOLVE PROBLEMS	USE OF SUBTRACTION TO SOLVE PROBLEMS	USE OF MULTIPLICATION/ DIVISION TO SOLVE PROBLEMS	PROBLEM SOLVING ESTIMATION REASONABLENESS	PROBLEM SOLVING USING SOLUTION STRATEGIES	PROBLEM SOLVING USING MATHEMATICAL REPRESENTATION				
* = STATUS AS OF MARCH 16, 1990		NUMBER OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS													
*SPECIAL EDUCATION: LEARNING DISABILITY		6130	68	71	79	69	84	59	68	70	45	61	44	1530	65	33
EMOTIONALLY DISTURBED		405	74	68	82	70	85	60	71	70	45	67	51	1554	65	37
SPEECH HANDICAPPED		9742	82	80	86	78	90	74	76	79	49	69	56	1624	72	37
VISUALLY HANDICAPPED		102	75	67	85	66	85	63	72	77	45	69	50	1564	72	37
OTHER HANDICAP CONDITION		530	70	69	80	64	82	61	64	69	48	61	47	1541	66	36
NOT IN SPECIAL EDUCATION		223191	88	86	91	83	94	80	81	85	66	76	65	1668	87	39
NO INFORMATION PROVIDED		4881	88	86	91	84	94	81	82	86	69	78	68	1688	87	39
*GIFTED-TALENTED PROGRAM: YES		16447	99	98	98	95	99	96	95	98	91	95	93	1874	99	74
NO		224292	86	84	90	81	93	78	80	84	63	74	63	1648	85	20
NO INFO. PROV.		2898	83	81	89	80	92	76	78	83	63	72	60	1639	83	29
*AT-RISK: YES		34080	75	74	84	73	89	67	72	72	47	60	43	1553	71	14
NO		200641	89	87	92	84	95	81	82	87	68	78	68	1683	89	46
NO INFORMATION PROVIDED		8916	86	84	90	81	93	77	80	84	64	75	63	1651	85	31
*CONTINUOUS ENROLLMENT: ONE YEAR		33588	87	85	90	82	93	79	80	86	66	75	65	1662	87	33
TWO YEARS		38719	88	87	91	83	94	80	82	86	67	77	67	1678	88	36
THREE YEARS		108088	89	87	92	83	95	81	82	86	67	77	67	1677	88	36
FOUR YEARS		36674	83	81	89	80	92	75	79	81	58	70	56	1624	81	36
FIVE YEARS		4985	79	76	86	76	90	71	75	76	50	64	48	1585	76	39
MORE THAN FIVE YEARS		1352	85	83	89	81	93	80	78	84	66	71	66	1655	83	38
NO INFO. PROV.		20251	82	84	90	81	93	78	80	84	64	74	63	1656	85	38
MODE OF ENTRY: ALTERNATIVE TO SOCIAL PROM.		4211	63	64	78	63	81	55	67	63	36	50	32	1490	56	8
RETAINED		4191	83	79	86	78	92	76	74	77	51	62	48	1583	79	37
PROMOTED		227379	88	86	91	83	92	80	81	85	69	76	66	1669	87	39
NO INFORMATION PROVIDED		7856	85	83	89	81	93	78	80	83	62	74	61	1648	84	31

District Analysis Report

Texas Assessment of Academic Skills
Grade 3
October 1990

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 3

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
ADA GROUPINGS										
6	OVER 50,000	40,792	56	64	78	80	1538	1604	1626	18,006
15	25,000 TO 49,999	42,077	69	74	88	89	1589	1674	1692	13,245
44	10,000 TO 24,999	59,148	67	73	85	88	1589	1659	1674	19,634
41	5,000 TO 9,999	22,483	64	71	84	86	1580	1649	1661	8,054
92	3,000 TO 4,999	29,785	67	73	87	88	1588	1669	1677	9,814
115	1,600 TO 2,999	20,107	61	68	83	85	1565	1645	1648	7,757
125	1,000 TO 1,599	12,710	59	66	83	85	1549	1642	1643	5,168
207	500 TO 999	11,611	62	68	84	86	1563	1654	1660	4,452
403	UNDER 500	7,777	59	64	84	87	1545	1652	1662	3,165
DISTRICT TYPE										
8	MAJOR URBAN	46,623	56	64	79	81	1539	1609	1628	20,366
61	MAJOR SUBURBAN	71,931	70	75	88	90	1601	1679	1697	21,421
23	OTHER CENTRAL CITY	32,437	65	72	84	87	1582	1655	1668	11,247
74	OTHER CC SUBURBAN	21,595	63	70	83	86	1575	1643	1659	7,930
65	INDEPENDENT TOWN	22,495	63	70	84	86	1574	1652	1656	8,249
81	NON-METRO FAST GROWING	7,424	66	71	85	88	1580	1669	1681	2,549
271	NON-METRO STABLE	32,983	60	67	83	84	1556	1641	1644	13,107
465	RURAL	11,002	60	65	84	86	1550	1652	1658	4,426
WEALTH (MEDIAN=\$157,104)										
105	UNDER \$82,513	23,674	55	63	77	82	1535	1596	1625	10,567
105	\$82,513 TO \$99,523	14,159	57	63	82	82	1543	1630	1629	6,157
105	\$99,524 TO \$115,679	10,089	62	69	84	86	1563	1648	1650	3,780
106	\$115,680 TO \$133,839	21,426	60	67	82	83	1553	1634	1637	8,620
105	\$133,840 TO \$157,103	26,589	65	71	85	87	1578	1659	1665	9,276
105	\$157,104 TO \$181,840	31,030	67	73	85	87	1586	1662	1672	10,308
106	\$181,841 TO \$220,234	33,663	66	72	85	88	1584	1660	1678	11,499
104	\$220,235 TO \$287,975	43,648	67	73	85	88	1589	1663	1679	14,367
104	\$287,976 TO \$443,845	35,112	64	70	84	86	1573	1656	1674	12,538
98	OVER \$443,845	6,835	70	74	89	90	1603	1690	1698	2,071
5	SPECIAL DISTRICTS	305	63	69	90	91	1565	1706	1690	112
WEALTH (ST AVG=\$205,696)										
698	UNDER \$205,696	145,631	62	69	83	85	1565	1643	1653	55,160
345	OVER \$205,696	100,554	66	72	85	87	1585	1661	1679	34,023
5	SPECIAL DISTRICTS	305	63	69	90	91	1565	1706	1690	112

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 3

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDICATION
				WRITING	READING	MATH	WRITING	READING	MATH	
WEALTH BY EQUAL RADA PER GROUP										
25	UNDER \$51,611	10,370	55	63	74	83	1531	1579	1625	4,680
70	\$51,611 TO < \$79,599	11,770	54	62	78	81	1535	1605	1620	5,373
75	\$79,599 TO < \$93,431	10,942	57	64	82	83	1544	1630	1633	4,663
113	\$93,431 TO < \$111,174	12,313	61	67	84	84	1558	1643	1642	4,851
82	\$111,174 TO < \$124,674	11,550	60	67	83	83	1557	1641	1638	4,602
56	\$124,674 TO < \$133,840	12,383	60	67	82	85	1551	1631	1640	4,955
63	\$133,840 TO < \$147,075	12,430	64	71	86	87	1569	1658	1658	4,459
40	\$147,075 TO < \$156,339	12,063	65	71	85	87	1583	1658	1669	4,192
32	\$156,339 TO < \$163,010	13,471	68	74	85	87	1590	1660	1671	4,370
39	\$163,010 TO < \$174,981	12,975	64	70	85	86	1573	1657	1663	4,656
58	\$174,981 TO < \$190,253	13,156	70	76	87	90	1602	1672	1693	3,910
49	\$190,253 TO < \$206,247	12,977	64	69	87	88	1574	1662	1670	4,689
29	\$206,247 TO < \$217,719	13,172	66	73	83	87	1591	1655	1680	4,415
48	\$217,719 TO < \$244,860	13,175	72	77	88	90	1615	1687	1703	3,671
41	\$244,860 TO < \$268,755	9,627	67	73	86	88	1589	1675	1681	3,174
1	\$268,755 TO < \$269,138	12,736	59	68	80	82	1551	1613	1637	5,201
32	\$269,138 TO < \$298,578	13,181	69	74	88	90	1595	1683	1695	4,046
53	\$298,578 TO < \$367,048	12,710	65	71	86	88	1578	1667	1680	4,393
13	\$367,048 TO < \$388,497	12,981	59	66	79	82	1556	1622	1650	5,268
124	\$388,497 AND OVER	12,203	70	75	89	90	1600	1692	1705	3,615
5	SPECIAL DISTRICTS	305	63	69	90	91	1565	1706	1690	112
TOTAL TAX EFFORT (ST AVG=\$0.9606)										
258	UNDER 0.8092	30,671	60	67	81	85	1554	1627	1644	12,340
263	0.8092 TO UNDER 0.9716	95,757	62	68	83	84	1564	1640	1652	36,723
261	0.9716 TO UNDER 1.1289	69,127	65	71	85	87	1579	1659	1671	23,929
261	1.1289 AND OVER	50,630	68	73	86	89	1593	1672	1687	16,191
5	SPECIAL DISTRICTS	305	63	69	90	91	1565	1706	1690	112
M&O EFF. TAX EFFORT (MEDIAN=\$0.8130)										
259	UNDER 0.6780	41,915	59	66	81	84	1552	1628	1644	16,992
262	0.6780 TO 0.8129	90,857	63	69	83	85	1570	1645	1656	33,845
263	0.8130 TO 0.9647	69,426	67	72	86	88	1585	1666	1680	23,129
259	OVER 0.9647	43,987	65	71	85	87	1580	1659	1672	15,217
5	SPECIAL DISTRICTS	305	63	69	90	91	1565	1706	1690	112
M&O EFF. TAX EFFORT (ST AVG=\$0.8150)										
526	UNDER 0.8150	133,405	62	68	83	85	1565	1639	1652	51,004
517	OVER 0.8150	112,780	66	72	85	88	1583	1663	1677	38,179
5	SPECIAL DISTRICTS	305	63	69	90	91	1565	1706	1690	112

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 3

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES			STUDENTS	PERCENT	-PERCENT MASTERY-			-AVERAGE SCALE SCORE-			STUDENTS
				TESTED	PASSING ALL	OCTOBER			OCTOBER			NEEDING ANY
				OCT 1990	TESTS TAKEN	WRITING	READING	MATH	WRITING	READING	MATH	REMEDATION
APR GROUPS: ENROLL WEALTH % LOW INC												
190	<1K	< AVG.	<40%	7,234	65	70	87	89	1574	1672	1679	2,528
190	<1K	< AVG.	>=40	5,858	54	60	79	82	1528	1622	1632	2,690
122	<1K	> AVG.	<40%	3,377	68	73	89	91	1586	1687	1695	1,085
92	<1K	> AVG.	>=40	1,811	54	60	80	81	1523	1621	1628	836
90	1K TO < 3K	< AVG.	<40%	11,441	63	69	85	86	1565	1663	1659	4,233
85	1K TO < 3K	< AVG.	>=40	10,971	54	62	77	80	1533	1603	1611	5,046
41	1K TO < 3K	> AVG.	<40%	5,786	68	73	88	89	1598	1684	1683	1,858
25	1K TO < 3K	> AVG.	>=40	3,033	56	63	82	84	1534	1626	1632	1,325
64	3K TO < 10K	< AVG.	<40%	22,693	68	74	87	89	1595	1675	1680	7,149
37	3K TO < 10K	< AVG.	>=40	13,688	58	65	79	83	1552	1613	1631	5,781
35	3K TO < 10K	> AVG.	<40%	14,346	70	75	89	90	1599	1686	1695	4,287
4	3K TO < 10K	> AVG.	>=40	1,582	60	65	83	83	1561	1637	1643	636
22	>10K	< AVG.	<40%	40,465	67	72	86	88	1583	1663	1673	13,464
20	>10K	< AVG.	>=40	33,281	57	65	79	83	1543	1612	1629	14,269
19	>10K	> AVG.	<40%	34,555	75	79	90	93	1625	1706	1728	8,683
7	>10K	> AVG.	>=40	36,064	57	65	78	81	1546	1609	1631	15,335
5	SPECIAL DISTRICTS			305	63	69	90	91	1565	1706	1690	112
SPTB HIGHEST CATEGORY												
328	RESIDENTIAL			144,979	66	72	85	87	1582	1662	1675	49,390
330	LAND			11,768	59	65	82	85	1549	1644	1654	4,780
184	OIL AND GAS			13,635	59	65	82	83	1549	1632	1636	5,638
201	BUSINESS			75,803	61	68	82	84	1563	1631	1648	29,375
5	SPECIAL DISTRICTS			305	63	69	90	91	1565	1706	1690	112
SMALL/SPARSE ADJUSTMNT (ST AVG=29.7%)												
290	NO SMALL/SPARSE ADJUSTMENT			211,238	64	71	84	86	1576	1651	1665	75,234
192	UNDER 22.0%			18,778	59	65	83	84	1550	1643	1645	7,664
191	22.0% TO UNDER 31.4%			8,872	63	69	84	87	1567	1656	1664	3,289
192	31.4% TO UNDER 36.8%			4,221	59	64	83	86	1546	1650	1663	1,715
183	36.8% AND OVER			3,381	59	64	85	85	1544	1652	1657	1,393
PDI LEVEL (MEDIAN=1.07)												
262	UNDER 1.05			7,374	63	69	86	88	1567	1669	1673	2,695
123	1.05 TO UNDER 1.06			6,372	66	71	86	88	1575	1670	1671	2,185
245	1.06 TO UNDER 1.08			20,050	63	69	85	86	1569	1658	1658	7,402
241	1.08 TO 1.11			44,867	64	70	85	87	1575	1662	1665	15,935
177	1.11 AND OVER			167,821	64	70	83	86	1573	1645	1663	61,078

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 3

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
OPERATING COST/RADA (ST AVG= \$3,837)										
211	UNDER \$3,476	57,417	65	71	88	87	1575	1660	1667	19,974
212	\$3,476 TO \$3,806	77,116	64	71	84	86	1577	1653	1662	27,489
212	\$3,807 TO \$4,211	65,201	63	69	83	86	1570	1640	1660	24,283
212	\$4,212 TO \$4,940	38,661	63	68	83	85	1570	1646	1665	14,479
201	OVER \$4,940	8,095	62	67	86	87	1556	1670	1674	3,070
ESC REGION										
37	I EDINBURG	14,875	57	65	77	83	1544	1593	1630	6,327
44	II CORPUS CHRISTI	8,249	64	71	84	86	1572	1645	1652	3,009
41	III VICTORIA	4,334	61	68	82	86	1565	1635	1655	1,896
55	IV HOUSTON	51,859	67	73	85	88	1587	1659	1679	17,217
29	V BEAUMONT	6,418	66	73	85	86	1595	1658	1657	2,174
57	VI HUNTSVILLE	8,051	65	71	84	88	1576	1660	1677	2,793
98	VII KILGORE	11,211	64	70	85	86	1577	1662	1662	4,029
48	VIII MT PLEASANT	3,859	67	74	86	87	1592	1666	1669	1,288
40	IX WICHITA FALLS	3,002	62	68	86	84	1567	1664	1648	1,150
79	X RICHARDSON	32,992	67	73	85	87	1588	1663	1686	10,844
77	XI FORT WORTH	23,837	68	74	85	89	1594	1666	1681	7,633
78	XII WACO	8,619	64	70	84	87	1576	1650	1660	3,122
56	XIII AUSTIN	14,686	66	71	87	89	1580	1677	1687	4,995
43	XIV ABILENE	3,608	67	74	87	87	1588	1673	1661	1,175
44	XV SAN ANGELO	3,551	61	68	84	83	1559	1643	1635	1,388
66	XVI AMARILLO	5,771	65	71	86	87	1564	1664	1666	1,997
61	XVII LUBBOCK	6,475	60	65	83	84	1552	1643	1645	2,608
33	XVIII MIDLAND	6,515	58	65	81	83	1548	1633	1632	2,714
12	XIX EL PASO	8,044	53	60	81	79	1518	1620	1613	3,808
50	XX SAN ANTONIO	20,534	55	62	80	81	1531	1613	1621	9,328
TEAMS: PCT PASSING ALL TESTS TAKEN										
77	UNDER 60%	8,400	44	51	70	76	1489	1559	1593	4,702
367	60% TO UNDER 75%	118,504	58	65	80	83	1547	1621	1635	49,763
542	75% TO UNDER 90%	114,109	70	76	88	90	1602	1683	1693	33,866
62	90% AND OVER	5,477	82	86	94	96	1664	1749	1774	964
DENSITY (ST AVG=11.34 RADA/SQ MI)										
558	LESS THAN 5	24,429	58	64	82	84	1542	1636	1640	10,331
278	5 TO UNDER 20	37,770	62	68	83	86	1565	1647	1656	14,283
116	20 TO UNDER 100	44,004	65	72	85	87	1583	1658	1665	15,324
91	100 AND OVER	139,982	65	71	84	86	1577	1651	1669	49,245
5	SPECIAL DISTRICTS	305	63	69	90	91	1565	1706	1690	112

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RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

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TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 3

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
RADA CHG:88/89-89/90 (ST AVG=1.57%)										
457	DECLINING RADA	67,210	59	66	81	83	1552	1628	1639	27,704
311	0% TO UNDER 3%	112,263	63	69	84	86	1569	1650	1659	41,788
168	3% TO UNDER 6%	48,864	70	75	87	90	1599	1670	1693	14,815
67	6% TO UNDER 10%	14,823	71	76	87	89	1606	1679	1700	4,223
47	10% AND OVER	3,530	73	78	89	91	1607	1678	1696	965
PCT BLACK PUPILS (ST AVG=14.50%)										
618	UNDER 5%	85,234	63	69	84	86	1569	1650	1661	31,224
136	5% TO UNDER 10%	48,964	68	74	87	88	1596	1674	1681	15,573
148	10% TO UNDER 20%	49,728	65	70	85	88	1574	1659	1676	17,583
73	20% TO UNDER 30%	15,179	65	71	84	87	1579	1655	1668	5,301
61	30% TO UNDER 50%	43,012	59	66	79	82	1554	1615	1635	17,824
12	50% AND OVER	4,373	59	67	80	83	1561	1626	1637	1,790
PCT HISPANIC PUPILS (ST AVG=33.10%)										
310	UNDER 5%	31,270	68	74	87	89	1597	1679	1684	9,894
169	5% TO UNDER 10%	42,271	71	76	88	91	1606	1690	1704	12,103
169	10% TO UNDER 20%	37,574	70	75	88	90	1602	1680	1696	11,197
100	20% TO UNDER 30%	34,452	64	70	84	87	1574	1649	1664	12,313
125	30% TO UNDER 50%	55,211	58	65	81	82	1548	1625	1636	23,053
175	50% AND OVER	45,712	55	62	78	81	1531	1601	1619	20,735
PCT MINORITY PUPILS (ST AVG=49.70%)										
112	UNDER 5%	6,045	70	75	88	91	1604	1691	1696	1,813
123	5% TO UNDER 10%	11,752	70	75	89	91	1602	1691	1697	3,522
201	10% TO UNDER 20%	30,584	73	78	90	92	1610	1696	1710	8,174
142	20% TO UNDER 30%	34,888	71	76	89	91	1609	1692	1706	9,968
227	30% TO UNDER 50%	53,374	64	70	85	86	1575	1658	1662	19,177
243	50% AND OVER	109,847	58	65	79	82	1546	1614	1633	46,641
PERCENT LOW INCOME (ST AVG=39.75%)										
151	UNDER 20%	59,664	76	80	91	93	1626	1705	1722	14,585
212	20% TO UNDER 30%	31,464	69	74	88	90	1591	1679	1688	9,740
224	30% TO UNDER 40%	49,063	61	67	84	85	1562	1649	1652	19,047
291	40% TO UNDER 60%	69,372	59	66	80	82	1550	1623	1635	28,765
116	60% TO UNDER 80%	22,177	55	63	78	81	1537	1602	1620	9,971
54	80% AND OVER	14,750	51	59	74	81	1517	1573	1612	7,187

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 3

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
AVG. TEACHER EXPER (ST AVG=11.3 YRS)										
261	UNDER 9.7 YEARS	37,891	66	72	84	88	1582	1652	1676	12,826
258	9.7 TO UNDER 11.1 YEARS	57,811	66	72	85	88	1584	1660	1674	19,550
259	11.1 TO UNDER 12.3 YEARS	94,342	63	70	85	86	1570	1655	1664	34,439
270	12.3 YEARS AND OVER	56,446	60	67	81	84	1561	1631	1643	22,480
AVG. TEACHER SALARY (ST AVG=\$25,897)										
259	UNDER \$23,176	10,910	59	65	82	85	1552	1640	1646	4,449
264	\$23,176 TO UNDER \$24,237	29,559	62	68	84	86	1566	1651	1656	11,155
264	\$24,237 TO UNDER \$25,425	58,394	63	69	84	86	1568	1651	1657	21,745
261	\$25,425 AND OVER	147,627	65	71	84	86	1578	1651	1669	51,946
PCT MINORITY TCHRS (ST AVG=22.40%)										
587	UNDER 5%	73,175	72	77	89	91	1609	1693	1706	20,386
186	5% TO UNDER 10%	38,062	66	72	86	88	1584	1665	1677	12,879
126	10% TO UNDER 20%	40,465	62	68	84	85	1565	1649	1651	15,472
44	20% TO UNDER 30%	22,212	61	68	83	84	1561	1641	1652	8,589
47	30% TO UNDER 50%	37,820	56	64	78	80	1541	1610	1623	16,709
58	50% AND OVER	34,756	56	64	77	82	1538	1595	1626	15,260
% TCHRS W ADV DEGREE (ST AVG=32.0%)										
259	UNDER 19.0%	20,544	56	63	78	82	1538	1607	1629	9,080
264	19.0% TO UNDER 26.9%	46,503	61	68	84	85	1560	1645	1649	17,956
262	26.9% TO UNDER 34.9%	85,018	67	72	85	88	1537	1661	1675	28,411
263	34.9% AND OVER	94,425	64	70	84	86	1575	1653	1668	33,848
1,048	STATE TOTAL	246,490	64	70	84	86	1573	1650	1663	89,295

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

Section IX

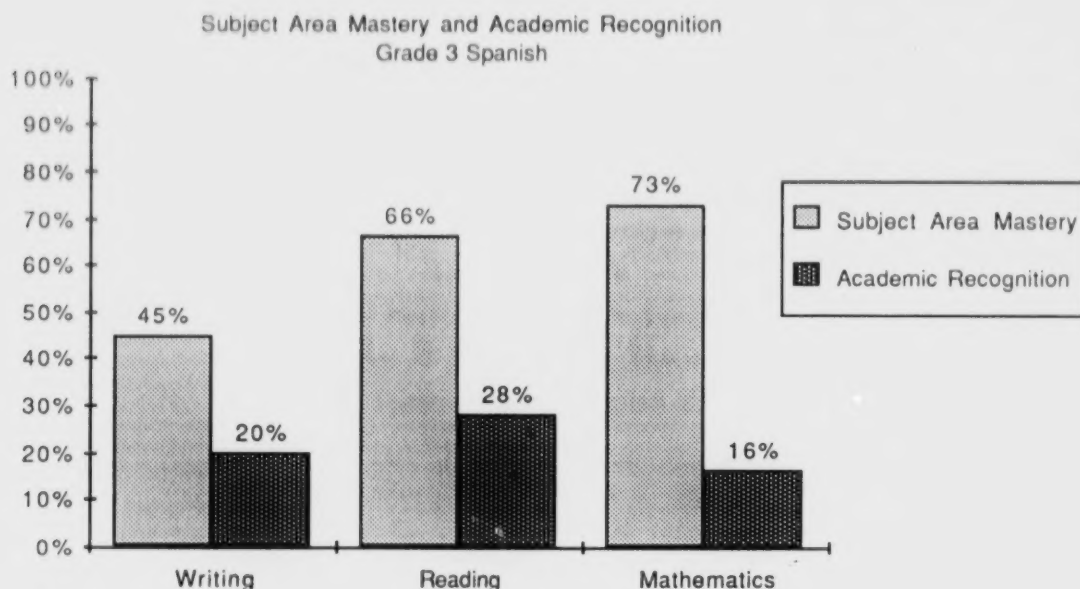
Grade 3 Spanish Results

The Texas Assessment of Academic Skills (TAAS) Grade 3 Spanish test was administered to 11,801 students in October 1990. Thirty-eight percent of the students tested passed all subject area tests taken. Five percent of the students tested achieved Academic Recognition in all three subject areas (writing, reading, and mathematics). The following table presents student performance by subject area.

**Student Performance by Subject Area
Grade 3 Spanish**

	Total Tested	Mastered the Test	Average Scale Score
Writing	11,540	5,209 (45%)	1441
Reading	11,596	7,695 (66%)	1537
Mathematics	11,646	8,483 (73%)	1573

The following chart illustrates the percent of Grade 3 Spanish students meriting Academic Recognition relative to the mastery rate for each subject area test.



The October 1990 TAAS test represents the transition from basic skills to higher order, problem-solving skills. Statewide results for Grade 3 Spanish indicate that students had not yet mastered those objectives that required higher order thinking skills.

Subject Area Performance

Writing - Forty-five percent of the students who tested achieved mastery of the October 1990 Grade 3 Spanish version TAAS writing test. Writing Objectives 1 through 4 are assessed with a written composition, which is not a component of the Spanish version test at this time. Writing Objectives 5, 6, and 7 are assessed with multiple-choice test items. Twenty percent of the students tested mastered all three multiple-choice writing objectives, thereby achieving Academic Recognition. The table below lists the mastery rates from highest to lowest for the three writing objectives.

Writing Objective Mastery

Objective

6. Uso de Palabras y Frases en Español	73%
5. Construcción de Oraciones	51%
7. Ortografía, Mayúsculas, Minúsculas y Puntuación	27%

Of the three instructional objectives tested, students exhibited the highest mastery rate (73%) on Objective 6, which requires the student to recognize appropriate Spanish usage within the context of a written passage. Students had the most difficulty (27% mastery) with Objective 7, which requires the student to recognize appropriate spelling, capitalization, and punctuation within the context of a written passage. The wide difference in mastery between objectives suggests that while students are generally able to recognize correct sentence structure and word usage in Spanish, students are uncertain about the mechanics of writing in Spanish, for example, correct and incorrect spelling, and capitalization and punctuation rules.

Reading - Sixty-six percent of students who were administered the Grade 3 Spanish version TAAS test mastered the reading test, and twenty-eight percent mastered all six reading objectives, thereby achieving Academic Recognition. The table below lists the mastery rates from highest to lowest for the reading objectives.

Reading Objective Mastery

Objective

5. Inferencias y Generalizaciones	77%
2. Ideas Secundarias	75%
4. Relaciones y Resultados	65%
6. Punto de Vista, Propaganda y Hechos/No Hechos	61%
1. Significado de Palabras	54%
3. Resúmenes	41%

Students had the highest rates of mastery with Objective 5 (77%), which requires the student to analyze information in a variety of written texts in order to make inferences and generalizations, and with Objective 2 (75% mastery), which requires students to identify supporting ideas in a variety of written texts. Students had the most difficulty (41% mastery) with Objective 3, the ability to summarize a variety of written texts.

Mathematics - Seventy-three percent of the students mastered the mathematics portion of the Grade 3 Spanish TAAS test, and sixteen percent of the students mastered all mathematics objectives tested and therefore merited Academic Recognition. The mathematics subject area test assessed three broad domains: Concepts, Operations, and Problem-Solving. The table below shows the mathematics objectives ranked from highest to lowest within each domain.

Mathematics Objective Mastery

<u>Objetivo</u>	<u>Dominio de Conceptos</u>	
3. Propiedades y Relaciones Geométricas		86%
2. Relaciones y Funciones Matemáticas/Algebraicas		83%
5. Probabilidad y Estadísticas		79%
1. Conceptos de Número		79%
4. Conceptos de Medida		72%
	<u>Dominio de Operaciones</u>	
7. Soluciones con la Resta		72%
6. Soluciones con la Suma		67%
8/9. Soluciones con la Multiplicación/División		65%
	<u>Dominio de Problemas Razonados</u>	
11. Problemas Razonados Usando Estrategias		61%
12. Problemas Razonados: Representaciones Matemáticas		55%
10/13. Aproximaciones/Evaluación de lo Razonable		48%

Students had the highest mastery rate on Objective 3 (86%), which requires the student to demonstrate an understanding of geometric properties and relationships, and the lowest mastery rate (48%) on the objective which requires the student to estimate solutions to a problem situation or to evaluate the reasonableness of a solution to a problem situation. Students performed relatively well in the Operations and Concepts Domains. That students had the most difficulty with the Problem-Solving Domain reflects the fact that most students were less able to solve problems that require critical thinking and problem-solving ability.

Demographic Performance

Students - The statewide Demographic Performance Summary Report shown in Figure 36 presents objective and subject area mastery for each demographic category for which data were collected. One phenomenon apparent in the data is the significant difference in performance by sex. At Grade 3 Spanish, thirty-four percent of males mastered all tests taken, while forty-three percent of females mastered all tests taken. The greatest discrepancy in performance between the sexes was on the writing test: forty percent of the males mastered the writing test compared to a fifty percent mastery rate for females. Females also did better (71% mastery) on the reading test than males (62% mastery). Both sexes performed about the same on the mathematics test (72% mastery for males, 74% mastery for females).

Grade 3 Spanish students identified as being at risk of dropping out had a thirty-three percent mastery rate, while forty-two percent of the students identified as not being at risk of dropping out mastered all sections of the tests taken. Mastery rates by subject area test are presented below for the categories of participation in a free or reduced meal plan program (economically disadvantaged) and/or participation in a Chapter 1 Regular Program.

Economically Disadvantaged

	<u>Number Tested</u>	<u>Mastery Rate</u>	<u>Average Scale Score</u>
Participants			
Writing	10,229	46%	1443
Reading	10,268	66%	1536
Mathematics	10,313	73%	1574
Nonparticipants			
Writing	1,164	41%	1427
Reading	1,176	68%	1545
Mathematics	1,182	71%	1566

Chapter 1 Regular Program

	<u>Number Tested</u>	<u>Mastery Rate</u>	<u>Average Scale Score</u>
Participants			
Writing	5,162	45%	1436
Reading	5,184	64%	1524
Mathematics	5,207	72%	1563
Nonparticipants			
Writing	6,140	46%	1446
Reading	6,174	68%	1547
Mathematics	6,196	74%	1581

District - The District Analysis Report displays student performance results by various district demographic groupings. Results aggregated by district type show the highest performance in major urban districts (42% mastery rate) and the lowest performance in stable, non-metropolitan districts (11% mastery) and rural districts (19% mastery). Four education service center regions scored above the statewide average. Region XIII (Austin) had the highest mastery rate in the state (55%), with 339 students tested. Region II (Corpus Christi) and Region IV (Houston) both had mastery rates of forty-seven percent, with 19 and 3,487 students tested respectively. Region XIX (El Paso) had a mastery rate of forty-two percent, with 2,565 students tested. ESC regions that had the lowest mastery rates generally only had a few students who took the Grade 3 Spanish test.

The results for Grade 3 Spanish behave unexpectedly for the category "percent low income." On other TAAS tests, mastery rates are typically lower in districts with higher percentages of low income students. However, for Grade 3 Spanish, the mastery rate increases as the percent of low income

students increases and peaks at the 40% to 60% low income category. Moreover, districts with higher percentages of Hispanic students tended to have mastery rates that met or exceeded the average mastery rate for the state (38%).

Remediation - Section 21.557 of the Texas Education Code requires districts to provide remediation for students who failed any section of the statewide assessment instrument. Sixty-two percent of the Grade 3 Spanish students who tested failed one or more subject area tests and therefore will require remedial instruction.

**Grade 3 Spanish Students Requiring Remediation
October 1990**

Failed One Test Only	2,949	25%
Failed Two Tests Only	2,517	22%
Failed All Three Tests	<u>1,804</u>	<u>15%</u>
Total	7,270	62%



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 03-SPANISH

ALL STUDENTS

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

TEST PERFORMANCE			GROUP CHARACTERISTICS		
	MASTERY	PERCENT	NUMBER	PERCENT	
WRITING COMUNICACION ESCRITA			Total Answer Documents Submitted	12205	100
			Students Absent From All Tests	52	0
			Students Exempt From All Tests: ARD	286	2
1-4. NO SON PARTE DEL EXAMEN EN ESPANOL			Other Students Not Tested	66	1
			Number Of Students Tested	11801	97
			GROUP PERFORMANCE		
			- = no data reported for fewer than five students		
			* = status as of March 16, 1990		
5. CONSTRUCCION DE ORACIONES	5881	51	All Students	11801	58
6. USO DE PALABRAS Y FRASES EN ESPANOL	8388	73	Male	5848	34
7. ORTOGRAFIA, MAYUSCULAS, MINUSCULAS Y PUNCTUACION	3150	27	Female	5816	43
			American Indian or Alaskan Native	7	43
			Asian or Pacific Islander	8	25
			Black	11	27
			Hispanic	11577	38
			White	37	32
			Economically Disadvantaged: Yes	10449	39
			No	1199	36
			*Chapter 1 Regular Program: Yes	5273	37
			No	6279	40
			*Migrant Status: Former	333	32
			Current	477	31
			Nonmigrant	10423	39
			*Chapter 1 Migrant: Remedial Writing	215	35
			Remedial Reading	461	30
			Remedial Mathematics	251	24
			Eligible Nonparticipants	236	36
			*Limited English Proficient: Yes	11801	38
			No	0	-
			*Bilingual/ESL Program: Bilingual	9768	41
			ESL	726	19
			Neither	1091	28
			*Special Education: Learning Disability	120	37
			Emotionally Disturbed	7	29
			Speech Handicapped	266	26
			Visually Handicapped	3	-
			Other Handicap Condition	11	18
			Not In Special Education	11102	39
			*Gifted-Talented Program: Yes	69	48
			No	11484	38
			*At-Risk: Yes	4818	33
			No	6514	42
			*Continuous Enrollment: One Year	2079	30
			Two Years	1766	41
			Three Years	3367	42
			Four Years	2061	38
			Five Years	391	47
			More Than Five Years	31	48
			Mode of Entry: Alternative to Social Prom.	893	19
			Retained	426	31
			Promoted	9875	41
NUMBER TESTED IN WRITING: 11540					
AVERAGE SCALE SCORE: 1441					
TEAMS EQUIVALENT: 833					
TOTAL WRITING: MASTERY LEVEL	5209	45			
ACADEMIC RECOGNITION	2321	20			
READING COMPRENSION DE LECTURA					
1. SIGNIFICADO DE PALABRAS	6211	54			
2. IDEAS SECUNDARIAS	8717	75			
3. RESUMENES	4811	41			
4. RELACIONES Y RESULTADOS	7483	65			
5. INFERENCIAS Y GENERALIZACIONES	8931	77			
6. PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS	7040	61			
NUMBER TESTED IN READING: 11596					
AVERAGE SCALE SCORE: 1537					
TEAMS EQUIVALENT: 826					
TOTAL READING: MASTERY LEVEL	7695	66			
ACADEMIC RECOGNITION	3206	28			
MATHEMATICS CONCEPTOS					
1. CONCEPTOS DE NUMERO	9169	79			
2. RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	9674	83			
3. PROPIEDADES Y RELACIONES GEOMETRICAS	10049	86			
4. CONCEPTOS DE MEDIDA	8348	72			
5. PROBABILIDAD Y ESTADISTICAS	9144	79			
OPERACIONES					
6. SOLUCIONES CON LA SUMA	7809	67			
7. SOLUCIONES CON LA RESTA	8425	72			
8/9. SOLUCIONES CON LA MULTIPLICACION/DIVISION	7575	65			
PROBLEMAS RAZONADOS					
10/13. APROXIMACIONES/EVALUACION DE LO RAZONABLE	5645	48			
11. PROBLEMAS RAZONADOS USANDO ESTRATEGIAS	7077	61			
12. PROBLEMAS RAZONADOS: REPRESENTACIONES MATEMATICAS	6434	55			
NUMBER TESTED IN MATHEMATICS: 11646					
AVERAGE SCALE SCORE: 1573					
TEAMS EQUIVALENT: 805					
TOTAL MATHEMATICS: MASTERY LEVEL	8483	73			
ACADEMIC RECOGNITION	1814	16			

FIGURE 33



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 03-SPANISH

SPECIAL EDUCATION STUDENTS

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

TEST PERFORMANCE			GROUP CHARACTERISTICS			
	MASTERY NUMBER	PERCENT		NUMBER	PERCENT	
WRITING COMUNICACION ESCRITA			Total Answer Documents Submitted	575	100	
1-4. NO SON PARTE DEL EXAMEN EN ESPANOL			Students Absent From All Tests	2	0	
			Students Exempt From All Tests: ARD	179	31	
			Other Students Not Tested	6	1	
			Number Of Students Tested	388	67	
			GROUP PERFORMANCE			
			- = no data reported for fewer than five students	NUMBER TESTED	PERCENT PASSING ALL TESTS TAKEN	
			* = status as of March 16, 1990		PERCENT ACHIEVING ACADEMIC RECOGNITION	
5. CONSTRUCCION DE ORACIONES	149	44	All Students	388	29	4
6. USO DE PALABRAS Y FRASES EN ESPANOL	212	63	Male	248	29	4
7. ORTOGRAFIA, MAYUSCULAS, MINUSCULAS Y PUNCTUACION	83	24	Female	137	30	4
NUMBER TESTED IN WRITING: 339			American Indian or Alaskan Native	0	-	-
AVERAGE SCALE SCORE: 1405			Asian or Pacific Islander	0	-	-
TEAMS EQUIVALENT: 813			Black	0	-	-
TOTAL WRITING: MASTERY LEVEL	130	38	Hispanic	385	29	3
ACADEMIC RECOGNITION	56	17	White	1	-	-
READING COMPRENSION DE LECTURA			Economically Disadvantaged: Yes	355	29	3
1. SIGNIFICADO DE PALABRAS	119	35	No	30	37	7
2. IDEAS SECUNDARIAS	211	62	*Chapter 1 Regular Program: Yes	218	25	2
3. RESUMENES	100	29	No	162	33	5
4. RELACIONES Y RESULTADOS	156	46	*Migrant Status: Former	6	0	0
5. INFERENCIAS Y GENERALIZACIONES	216	64	Current	13	15	0
6. PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS	168	49	Nonmigrant	358	30	4
NUMBER TESTED IN READING: 340			*Chapter 1 Migrant: Remedial Writing	4	-	-
AVERAGE SCALE SCORE: 1459			Remedial Reading	15	13	0
TEAMS EQUIVALENT: 787			Remedial Mathematics	9	11	0
TOTAL READING: MASTERY LEVEL	167	49	Eligible Nonparticipants	1	-	-
ACADEMIC RECOGNITION	53	16	*Limited English Proficient: Yes	388	29	4
MATHEMATICS CONCEPTOS			No	0	-	-
1. CONCEPTOS DE NUMERO	269	71	*Bilingual/ESL Program: Bilingual	351	30	4
2. RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	304	80	ESL	18	0	0
3. PROPIEDADES Y RELACIONES GEOMETRICAS	315	83	Neither	17	35	0
4. CONCEPTOS DE MEDIDA	247	65	*Special Education: Learning Disability	120	37	3
5. PROBABILIDAD Y ESTADISTICAS	270	73	Emotionally Disturbed	7	29	0
OPERACIONES			Speech Handicapped	266	26	4
6. SOLUCIONES CON LA SUMA	205	54	Visually Handicapped	3	-	-
7. SOLUCIONES CON LA RESTA	254	67	Other Handicap Condition	11	18	0
8/9. SOLUCIONES CON LA MULTIPLICACION/DIVISION	214	56	Not In Special Education	0	-	-
PROBLEMAS RAZONADOS			*Gifted-Talented Program: Yes	0	-	-
10/13. APROXIMACIONES/EVALUACION DE LO RAZONABLE	153	40	No	382	30	4
11. PROBLEMAS RAZONADOS USANDO ESTRATEGIAS	197	52	*At-Risk: Yes	184	30	4
12. PROBLEMAS RAZONADOS: REPRESENTACIONES MATEMATICAS	182	48	No	181	30	3
NUMBER TESTED IN MATHEMATICS: 380			*Continuous Enrollment: One Year	26	19	4
AVERAGE SCALE SCORE: 1515			Two Years	40	25	0
TEAMS EQUIVALENT: 770			Three Years	125	31	6
TOTAL MATHEMATICS: MASTERY LEVEL	241	63	Four Years	116	28	4
ACADEMIC RECOGNITION	35	9	Five Years	26	42	4
			More Than Five Years	1	-	-
			Mode of Entry: Alternative to Social Prom.	48	25	0
			Retained	11	36	9
			Promoted	303	30	4

FIGURE 34



TEXAS ASSESSMENT OF ACADEMIC SKILLS SUMMARY REPORT

GRADE: 03-SPANISH

NON SPECIAL EDUCATION STUDENTS

REPORT DATE: DECEMBER 1990

DATE OF TESTING: OCTOBER 1990

STATEWIDE

TEST PERFORMANCE			GROUP CHARACTERISTICS		
	MASTERING NUMBER	PERCENT	NUMBER	PERCENT	
WRITING COMUNICACION ESCRITA			Total Answer Documents Submitted	11283	100
			Students Absent From All Tests	47	0
			Students Exempt From All Tests: ARD	83	1
1-4. NO SON PARTE DEL EXAMEN EN ESPANOL			Other Students Not Tested	51	0
			Number Of Students Tested	11102	98
			GROUP PERFORMANCE		
			- = no data reported for fewer than five students	NUMBER TESTED	PERCENT PASSING ALL TESTS TAKEN
			* = status as of March 16, 1990		PERCENT ACHIEVING ACADEMIC RECOGNITION
5. CONSTRUCCION DE ORACIONES	5610	51	All Students	11102	39
6. USO DE PALABRAS Y FRASES EN ESPANOL	7980	73	Male	5464	34
7. ORTOGRAFIA, MAYUSCULAS, MINUSCULAS Y PUNCTUACION	3013	28	Female	5540	44
			American Indian or Alaskan Native	7	43
			Asian or Pacific Islander	8	25
			Black	10	30
			Hispanic	10964	39
			White	35	34
			Economically Disadvantaged: Yes	9902	39
			No	1150	36
			*Chapter 1 Regular Program: Yes	4967	38
			No	6045	40
			*Migrant Status: Former	316	32
			Current	456	31
			Nonmigrant	9933	39
			*Chapter 1 Migrant: Remedial Writing	210	35
			Remedial Reading	435	30
			Remedial Mathematics	241	24
			Eligible Nonparticipants	227	34
			*Limited English Proficient: Yes	11102	39
			No	0	-
			*Bilingual/ESL Program: Bilingual	9287	42
			ESL	697	19
			Neither	1059	28
			*Special Education: Learning Disability	0	-
			Emotionally Disturbed	0	-
			Speech Handicapped	0	-
			Visually Handicapped	0	-
			Other Handicap Condition	0	-
			Not In Special Education	11102	39
			*Gifted-Talented Program: Yes	68	47
			No	10955	39
			*At-Risk: Yes	4547	34
			No	6254	43
			*Continuous Enrollment: One Year	1986	30
			Two Years	1702	42
			Three Years	3204	43
			Four Years	1915	38
			Five Years	358	47
			More Than Five Years	30	47
			Mode of Entry: Alternative to Social Prom.	832	19
			Retained	404	31
			Promoted	9429	41
					6
READING COMPRENSION DE LECTURA					
1. SIGNIFICADO DE PALABRAS	5937	54			
2. IDEAS SECUNDARIAS	8291	76			
3. RESUMENES	4588	42			
4. RELACIONES Y RESULTADOS	7136	65			
5. INFERENCIAS Y GENERALIZACIONES	8494	78			
6. PUNTO DE VISTA, PROPAGANDA Y HECHOS/NO HECHOS	6713	61			
NUMBER TESTED IN READING: 10948					
AVERAGE SCALE SCORE: 1540					
TEAMS EQUIVALENT: 828					
	TOTAL READING: MASTERY LEVEL	7340	67		
	ACADEMIC RECOGNITION	3073	28		
MATHEMATICS CONCEPTOS					
1. CONCEPTOS DE NUMERO	8672	79			
2. RELACIONES Y FUNCIONES MATEMATICAS/ALGEBRAICAS	9131	83			
3. PROPIEDADES Y RELACIONES GEOMETRICAS	9483	87			
4. CONCEPTOS DE MEDIDA	7889	72			
5. PROBABILIDAD Y ESTADISTICAS	8642	79			
OPERACIONES					
6. SOLUCIONES CON LA SUMA	7400	68			
7. SOLUCIONES CON LA RESTA	7950	73			
8/9. SOLUCIONES CON LA MULTIPLICACION/DIVISION	7161	65			
PROBLEMAS RAZONADOS					
10/13. APROXIMACIONES/EVALUACION DE LO RAZONABLE	5343	49			
11. PROBLEMAS RAZONADOS USANDO ESTRATEGIAS	6702	61			
12. PROBLEMAS RAZONADOS: REPRESENTACIONES MATEMATICAS	6086	56			
NUMBER TESTED IN MATHEMATICS: 10960					
AVERAGE SCALE SCORE: 1576					
TEAMS EQUIVALENT: 807					
	TOTAL MATHEMATICS: MASTERY LEVEL	8022	73		
	ACADEMIC RECOGNITION	1733	16		



TEXAS ASSESSMENT OF ACADEMIC SKILLS DEMOGRAPHIC PERFORMANCE SUMMARY

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REPORT DATE DECEMBER 1990			WRITING										READING									
DATE OF TESTING OCTOBER 1990			COMUNICACION ESCRITA										COMPRESION DE LECTURA									
GRADE 03-SPANISH			1 4 5 6 7										1 2 3 4 5 6									
STATEWIDE			NO SON PARTE DEL EXAMEN EN ESPANOL CONSTRUCCION DE ORACIONES USO DE PALABRAS Y FRASES EN ESPANOL ORTOGRAFIA, MAYUSCULAS, MINUSCULAS Y PUNTUACION AVERAGE SCALE SCORE PERCENT MASTERING WRITING TEST PERCENT ACHIEVING ACADEMIC RECOGNITION (ALL OBJECTIVES MASTERED)										SIGNIFICADO DE PALABRAS IDEAS SECUNDARIAS RESUMENES RELACIONES Y RESULTADOS INFERENCIAS Y GENERALIZACIONES PUNTO DE VISTA, PROPAGANDA Y HECHOS-NO HECHOS AVERAGE SCALE SCORE PERCENT MASTERING READING TEST PERCENT ACHIEVING ACADEMIC RECOGNITION (ALL OBJECTIVES MASTERED)									
PERCENT PASSING ALL TESTS TAKEN			PERCENT OF STUDENTS DEMONSTRATING MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS										PERCENT OF STUDENTS DEMONSTRATING MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS									
NUMBER OF STUDENTS TESTED			NUMBER OF STUDENTS TESTED										NUMBER OF STUDENTS TESTED									
* = STATUS AS OF MARCH 16, 1990			* = STATUS AS OF MARCH 16, 1990										* = STATUS AS OF MARCH 16, 1990									
ALL STUDENTS TESTED	38	11540	51	73	27	1441	45	20	11596	54	75	41	65	77	61	1537	66	28				
MALE	34	5699	46	69	24	1419	40	17	5731	50	72	38	60	74	58	1516	62	24				
FEMALE	43	5708	39	57	17	1466	40	13	5731	40	62	30	57	68	44	1516	51	24				
NO INFORMATION PROVIDED	24	133	37	57	17	1466	40	13	132	40	62	30	57	68	44	1488	51	24				
AMERICAN INDIAN OR ALASKAN NATIVE	43	7	71	86	14	1486	47	16	7	29	71	43	43	71	29	1461	57	14				
ASIAN OR PACIFIC ISLANDER	1	10	40	75	14	1486	47	16	10	1	1	1	1	1	1	1	1	1				
BLACK	113	10	40	75	14	1486	47	16	10	113	10	40	75	14	1486	47	16	113				
HISPANIC	49	157	54	71	42	1525	34	16	160	49	78	42	56	72	69	1638	74	46				
WHITE	49	157	54	71	42	1525	34	16	160	49	78	42	56	72	69	1638	74	46				
NO INFORMATION PROVIDED	49	157	54	71	42	1525	34	16	160	49	78	42	56	72	69	1638	74	46				
ECONOMICALLY DISADVANTAGED: YES	39	10229	51	73	28	1443	46	20	10268	54	75	41	65	77	61	1536	66	28				
NO	36	1164	48	71	29	1427	45	18	11709	52	75	43	65	78	60	1522	65	25				
NO INFO. PROV.	36	147	38	60	21	1395	36	15	1526	47	66	36	58	68	47	1503	59	20				
*CHAPTER 1 REGULAR PROGRAM: YES	37	5162	51	72	26	1436	45	19	5184	51	74	39	62	75	60	1524	64	25				
NO	40	6140	51	72	26	1436	45	19	6156	51	74	39	62	75	60	1524	64	25				
NO INFO. PROV.	34	238	44	67	23	1409	40	15	238	41	71	41	64	73	54	1528	63	27				
*MIGRANT STATUS: FORMER	32	328	51	68	21	1416	42	15	331	39	62	34	51	67	53	1475	51	20				
CURRENT	32	328	51	68	21	1416	42	15	331	39	62	34	51	67	53	1475	51	20				
NONMIGRANT	32	328	51	68	21	1416	42	15	331	39	62	34	51	67	53	1475	51	20				
NO INFORMATION PROVIDED	46	553	54	74	32	1459	47	16	559	54	78	42	62	77	61	1559	67	28				
*CHAPTER 1 MIGRANT: REMEDIAL WRITING	35	210	48	69	28	1422	46	16	212	40	61	34	55	66	50	1487	54	22				
REMEDIAL READING	35	210	48	69	28	1422	46	16	212	40	61	34	55	66	50	1487	54	22				
REMEDIAL MATHEMATICS	35	210	48	69	28	1422	46	16	212	40	61	34	55	66	50	1487	54	22				
ELIGIBLE NONPARTICIPANTS	35	210	48	69	28	1422	46	16	212	40	61	34	55	66	50	1487	54	22				
NO INFORMATION PROVIDED	44	648	53	72	30	1452	46	16	655	57	76	42	69	76	62	1551	69	30				
*LIMITED ENGLISH PROFICIENT: YES	38	11540	51	73	27	1441	45	20	11596	54	75	41	65	77	61	1537	66	28				
NO	36	1164	48	71	29	1427	45	18	11709	52	75	43	65	78	60	1522	65	25				
NO INFO. PROV.	36	147	38	60	21	1395	36	15	1526	47	66	36	58	68	47	1503	59	20				
*BILINGUAL/ESL PROGRAM: BILINGUAL	41	9571	53	76	29	1455	46	18	9614	56	78	43	67	79	64	1550	69	29				
ESL	39	696	48	70	29	1429	46	18	709	49	71	41	64	71	58	1402	58	26				
NEITHER	39	1063	48	70	29	1429	46	18	1069	49	71	41	64	71	58	1402	58	26				
NO INFORMATION PROV.	29	210	38	60	18	1385	39	10	214	42	67	41	64	71	48	1515	58	26				

FIGURE 36



TEXAS ASSESSMENT OF ACADEMIC SKILLS DEMOGRAPHIC PERFORMANCE SUMMARY

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REPORT DATE: DECEMBER 1990			WRITING							READING										
DATE OF TESTING: OCTOBER 1990			COMUNICACION ESCRITA				AVERAGE SCALE SCORE	PERCENT MASTERING WRITING TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION FULL OBJECTIVES MASTERED	COMPRESION DE LECTURA						AVERAGE SCALE SCORE	PERCENT MASTERING READING TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION		
GRADE 03-SPANISH			1	2	3	4				1	2	3	4	5	6					
STATEWIDE			NO SON PARTE DEL EXAMEN EN ESPAÑOL	CONSTRUCCION DE ORACIONES	USO DE PALABRAS Y FRASES EN ESPAÑOL	ORTOGRAFIA, MAYUSCULAS MINUSCULAS Y PUNTUACION				SIGNIFICADO DE PALABRAS	IDEAS SECUNDARIAS	RESUMENES	RELACIONES Y RESULTADOS	INFERENCIAS Y GENERALIZACIONES	PUNTO DE VISTA, PROPAGANDA Y HECHOS-NO HECHOS					
			PERCENT OF STUDENTS DEMONSTRATING MASTERY = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS						PERCENT OF STUDENTS DEMONSTRATING MASTERY = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS											
* = STATUS AS OF MARCH 16, 1990			PERCENT PASSING ALL TESTS TAKEN	NUMBER OF STUDENTS TESTED							NUMBER OF STUDENTS TESTED									
*SPECIAL EDUCATION: LEARNING DISABILITY			37	82	43	63	28	1418	37	22	80	39	54	30	50	63	53	1457	15	
EMOTIONALLY DISTURBED			29	6	44	61	23	1383	50	10	7	37	56	30	50	63	53	1457	15	
SPEECH HANDICAPPED			26	254	44	61	23	1400	38	15	254	34	63	39	44	64	50	1457	15	
VISUALLY HANDICAPPED			3	2	4	61	23	1349	22	11	10	10	70	10	60	60	30	1457	15	
OTHER HANDICAP CONDITION			18	0	4	61	23	1421	49	11	1090	54	76	40	60	78	59	1457	15	
NOT IN SPECIAL EDUCATION			9	1090	41	73	34	1464	40	11	308	50	70	40	60	72	52	1464	15	
NO INFORMATION PROVIDED			31	300	41	65	18	1393	36	11								1514	61	
*GIFTED-TALENTED PROGRAM: YES			48	68	49	69	34	1452	51	21	67	58	73	46	70	78	61	1558	66	
NO			18	11228	48	73	34	1452	45	20	11284	54	75	40	60	77	61	1558	66	
NO INFO. PROV.			31	244	42	66	21	1403	36	16	245	48	67	40	60	71	51	1403	59	
*AT-RISK: YES			33	4704	48	68	23	1421	41	17	4711	48	70	38	59	72	56	1512	60	
NO			42	6381	48	76	23	1457	49	13	6423	58	79	65	60	81	64	1457	64	
NO INFORMATION PROVIDED			37	455	47	70	22	1418	42	16	462	49	73	40	60	77	56	1418	57	
*CONTINUOUS ENROLLMENT: ONE YEAR			30	2027	42	67	20	1398	34	16	2038	50	75	39	61	76	55	1398	56	
TWO YEARS			41	732	42	75	20	1449	48	17	739	59	76	42	69	79	62	1449	61	
THREE YEARS			42	3306	42	76	20	1467	51	17	3317	56	77	44	66	79	64	1467	64	
FOUR YEARS			30	2006	42	73	21	1440	46	16	2017	47	70	39	60	71	59	1440	60	
FIVE YEARS			47	365	42	77	21	1440	46	16	366	53	70	39	60	71	59	1440	60	
MORE THAN FIVE YEARS			48	50	42	73	21	1440	46	16	50	53	70	39	60	71	59	1440	60	
NO INFO. PROV.			37	2054	49	70	20	1427	42	18	2070	54	76	42	66	79	60	1427	59	
MODE OF ENTRY: ALTERNATIVE TO SOCIAL PROM.			19	853	42	75	21	1341	24	18	859	33	57	27	65	61	61	1341	43	
RETAINED			21	420	42	75	21	1427	42	18	426	33	57	27	65	61	61	1427	43	
PROMOTED			21	9674	42	75	21	1427	42	18	9727	33	57	27	65	61	61	1427	43	
NO INFORMATION PROVIDED			32	594	42	68	21	1403	36	16	594	46	70	40	60	71	51	1403	59	



TEXAS ASSESSMENT OF ACADEMIC SKILLS

DEMOGRAPHIC PERFORMANCE SUMMARY

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REPORT DATE DECEMBER 1990 DATE OF TESTING OCTOBER 1990 GRADE 03-SPANISH STATEWIDE		MATHEMATICS														
		CONCEPTOS					OPERACIONES			PROBLEMAS RAZONADOS			AVERAGE SCALE SCORE	PERCENT MASTERING MATHEMATICS TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION (ALL OBJECTIVES MASTERED)	
		1	2	3	4	5	6	7	8,9	10,11	11	12				
		CONCEPTOS DE NUMERO	RELACIONES Y FUNCIONES MATEMATICAS-ALGEBRAICAS	PROPIEDADES Y RELACIONES GEOMETRICAS	CONCEPTOS DE MEDIDA	PROBABILIDAD Y ESTADISTICAS	SOLUCIONES CON LA SUMA	SOLUCIONES CON LA RESTA	SOLUCIONES CON LA MULTIPLICACION-DIVISION	APROXIMACIONES-EVALUACION DE LO RAZONABLE	PROBLEMAS RAZONADOS USANDO ESTRATEGIAS	PROBLEMAS RAZONADOS REPRESENTACIONES MATEMATICAS				
* = STATUS AS OF MARCH 16, 1990		NUMBER OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS													
ALL STUDENTS TESTED	11646	79	83	86	72	79	67	72	65	48	61	55	1573	73	16	
MALE	5764	80	82	87	71	77	65	72	65	48	61	56	1568	72	15	
FEMALE	5747	78	84	86	78	80	69	79	66	50	61	57	1579	74	16	
NO INFORMATION PROVIDED	135	66	79	82	67	71	60	69	57	39	44	40	1504	58	11	
AMERICAN INDIAN OR ALASKAN NATIVE	7	86	86	86	100	100	71	71	86	71	71	71	1596	100	16	
ASIAN OR PACIFIC ISLANDER	0	88	88	100	75	78	50	71	80	38	71	71	1505	71	9	
BLACK	11	64	64	82	64	74	73	73	82	36	71	71	1544	71	9	
HISPANIC	11423	79	83	86	72	79	67	72	65	48	61	55	1572	73	15	
WHITE	36	69	75	75	72	67	72	69	67	50	59	58	1540	76	8	
NO INFORMATION PROVIDED	161	81	80	85	78	80	71	81	67	55	63	58	1668	76	29	
ECONOMICALLY DISADVANTAGED: YES	10313	79	83	86	72	79	67	72	65	49	61	55	1574	73	16	
NO	1182	77	81	86	70	76	68	73	65	48	60	56	1566	71	15	
NO INFO. PROV.	151	75	76	79	70	73	68	68	64	48	52	56	1542	68	16	
*CHAPTER 1 REGULAR PROGRAM: YES	5207	79	84	87	71	79	65	71	62	47	59	58	1563	72	14	
NO	6196	79	83	86	72	78	67	73	67	50	62	58	1581	74	17	
NO INFO. PROV.	243	81	77	83	71	75	70	73	71	46	58	58	1565	72	19	
*MIGRANT STATUS: FORMER	330	79	83	87	68	81	64	68	64	47	60	56	1559	71	15	
CURRENT	472	74	83	87	75	79	67	67	65	48	60	56	1570	71	15	
NONMIGRANT	10284	79	83	86	72	79	67	73	65	48	60	56	1573	71	15	
NO INFORMATION PROVIDED	560	79	84	86	72	77	73	76	70	51	67	60	1587	77	19	
*CHAPTER 1 MIGRANT: REMEDIAL WRITING	213	73	80	85	69	71	64	67	56	45	56	57	1543	66	11	
REMEDIAL READING	457	73	82	87	72	73	63	69	54	45	56	57	1570	66	11	
REMEDIAL MATHEMATICS	250	73	79	85	69	73	58	69	59	46	59	59	1546	66	14	
ELIGIBLE NONPARTICIPANTS	233	81	81	87	76	81	61	67	60	46	67	60	1561	70	16	
NO INFORMATION PROVIDED	658	79	84	86	71	77	73	75	71	51	67	59	1588	77	18	
*LIMITED ENGLISH PROFICIENT: YES	11646	79	83	86	72	79	67	72	65	48	61	55	1573	73	16	
NO	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
NO INFO. PROV.	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
*BILINGUAL/ESL PROGRAM: BILINGUAL	9644	80	85	88	73	81	68	73	66	50	62	56	1582	75	16	
ESL	715	70	78	75	61	81	60	58	56	40	50	50	1505	60	16	
NEITHER	1073	70	72	80	65	83	65	58	63	46	49	49	1514	64	18	
NO INFORMATION PROV.	214	77	74	83	71	72	67	71	66	46	57	56	1545	69	15	

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TEXAS ASSESSMENT OF ACADEMIC SKILLS DEMOGRAPHIC PERFORMANCE SUMMARY

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REPORT DATE: DECEMBER 1990 DATE OF TESTING: OCTOBER 1990 GRADE 03-SPANISH STATEWIDE		MATHEMATICS															
		CONCEPTOS					OPERACIONES			PROBLEMAS RAZONADOS			AVERAGE SCALE SCORE	PERCENT MASTERING MATHEMATICS TEST	PERCENT ACHIEVING ACADEMIC RECOGNITION		
		1	2	3	4	5	6	7	8,9	10,11	11	12					
		CONCEPTOS DE NUMERO	RELACIONES Y FUNCIONES MATEMATICAS ALGEBRAICAS	PROPIEDADES Y RELACIONES GEOMETRICAS	CONCEPTOS DE MEDIDA	PROBABILIDAD Y ESTADISTICAS	SOLUCIONES CON LA SUMA	SOLUCIONES CON LA RESTA	SOLUCIONES CON LA MULTIPLICACION DIVISION	APROXIMACIONES EVALUACION DE LO RAZONABLE	PROBLEMAS RAZONADOS USANDO ESTRATEGIAS	PROBLEMAS RAZONADOS REPRESENTACIONES MATEMATICAS					
* = STATUS AS OF MARCH 16, 1990		NUMBER OF STUDENTS TESTED	PERCENT OF STUDENTS DEMONSTRATING MASTERY - = NO DATA REPORTED FOR FEWER THAN FIVE STUDENTS														
*SPECIAL EDUCATION: LEARNING DISABILITY		114	63	75	78	60	70	56	62	56	47	51	51	16	97	61	17
EMOTIONALLY DISTURBED		73	73	47	100	71	97	43	69	57	40	51	51	16	97	71	17
SPEECH HANDICAPPED		263	73	83	84	66	94	52	67	56	41	51	51	16	97	71	17
VISUALLY HANDICAPPED		10	60	90	70	50	50	50	80	80	50	60	50	16	89	50	2
OTHER HANDICAP CONDITION		10960	73	83	87	72	73	68	73	69	49	58	56	16	89	50	2
NOT IN SPECIAL EDUCATION		306	75	78	82	69	73	67	72	69	49	58	56	16	89	50	2
NO INFORMATION PROVIDED																	
*GIFTED-TALENTED PROGRAM: YES		68	81	90	91	75	88	74	74	79	43	75	63	16	70	82	16
NO		1133	73	83	86	72	79	67	72	69	48	58	54	16	70	82	16
NO INFO. PROV.		245	75	78	81	72	76	64	74	67	50	58	54	16	70	82	16
*AT-RISK: YES		4756	76	82	85	69	77	64	70	63	46	58	54	16	61	70	14
NO		6426	81	84	88	73	80	69	74	66	50	63	56	16	61	70	14
NO INFORMATION PROVIDED		464	77	79	84	71	77	63	73	64	48	60	57	16	61	70	14
*CONTINUOUS ENROLLMENT: ONE YEAR		2051	73	76	83	66	73	70	74	65	46	60	58	16	57	68	14
TWO YEARS		2053	82	84	86	73	81	68	72	67	47	61	58	16	57	68	14
THREE YEARS		2053	82	87	88	74	82	67	72	64	47	61	58	16	57	68	14
FOUR YEARS		2053	80	87	88	73	80	64	70	62	46	60	57	16	57	68	14
FIVE YEARS		367	83	88	90	78	84	64	70	66	49	62	58	16	57	68	14
MORE THAN FIVE YEARS		50	83	97	90	83	87	73	80	67	49	62	58	16	57	68	14
NO INFO. PROV.		2068	74	77	85	69	73	68	73	67	47	60	58	16	57	68	14
MODE OF ENTRY: ALTERNATIVE TO SOCIAL PROM.		880	63	70	79	60	65	56	65	56	39	50	44	16	53	58	6
RETAINED		917	73	77	85	70	72	64	72	63	46	58	56	16	53	58	6
PROMOTED		9740	81	85	87	73	80	68	73	66	50	60	59	16	53	58	6
NO INFORMATION PROVIDED		601	73	77	85	70	72	64	72	63	46	58	56	16	53	58	6

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District Analysis Report

Texas Assessment of Academic Skills
Grade 3 Spanish
October 1990

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 3 SPANISH

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDICATION
				WRITING	READING	MATH	WRITING	READING	MATH	
ADA GROUPINGS										
8	OVER 50,000	5,159	42	49	70	75	1455	1551	1583	2,994
15	25,000 TO 49,999	2,272	41	48	72	74	1451	1561	1573	1,342
43	10,000 TO 24,999	2,091	41	47	69	75	1451	1557	1584	1,240
30	5,000 TO 9,999	1,136	29	36	51	67	1408	1473	1547	803
43	3,000 TO 4,999	631	26	34	51	71	1395	1461	1571	470
36	1,600 TO 2,999	186	25	33	52	62	1381	1478	1522	140
28	1,000 TO 1,599	222	9	13	38	51	1307	1403	1446	202
17	500 TO 999	73	30	36	51	56	1386	1471	1490	51
16	UNDER 500	31	10	13	35	55	1285	1360	1460	28
DISTRICT TYPE										
8	MAJOR URBAN	6,084	42	49	71	75	1457	1555	1580	3,500
49	MAJOR SUBURBAN	2,067	37	43	68	73	1433	1542	1577	1,294
22	OTHER CENTRAL CITY	1,396	40	48	68	75	1453	1555	1584	840
27	OTHER CC SUBURBAN	975	29	35	54	63	1405	1481	1529	693
34	INDEPENDENT TOWN	564	29	39	48	70	1408	1466	1564	398
19	NON-METRO FAST GROWING	495	29	34	56	74	1397	1487	1579	353
55	NON-METRO STABLE	183	11	20	36	53	1327	1385	1470	162
20	RURAL	37	19	22	38	54	1329	1389	1486	30
WEALTH (MEDIAN=\$157,104)										
36	UNDER \$82,513	3,230	36	44	62	74	1440	1525	1583	2,057
16	\$82,513 TO \$99,523	1,102	41	48	74	73	1456	1565	1552	646
18	\$99,524 TO \$115,679	59	14	19	35	52	1304	1393	1475	51
25	\$115,680 TO \$133,839	1,158	38	46	73	69	1445	1565	1545	716
19	\$133,840 TO \$157,103	361	28	34	64	63	1386	1518	1525	260
29	\$157,104 TO \$181,840	447	37	43	63	69	1438	1538	1578	280
27	\$181,841 TO \$220,234	665	29	34	55	70	1390	1478	1559	472
30	\$220,235 TO \$287,975	2,569	52	58	78	83	1496	1592	1626	1,242
23	\$287,976 TO \$443,845	2,093	31	37	57	67	1398	1488	1536	1,454
11	OVER \$443,845	117	21	25	40	67	1351	1413	1515	92
0	SPECIAL DISTRICTS	0	0	0	0	0	0	0	0	0
WEALTH (ST AVG=\$205,696)										
160	UNDER \$205,696	6,581	36	44	66	71	1436	1534	1564	4,188
74	OVER \$205,696	5,220	41	47	67	75	1447	1539	1584	3,082
0	SPECIAL DISTRICTS	0	0	0	0	0	0	0	0	0

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 3 SPANISH

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
WEALTH BY EQUAL RADA PER GROUP										
20	UNDER \$51,811	2,185	38	46	65	76	1449	1531	1587	1,350
14	\$51,811 TO < \$79,599	742	24	30	48	64	1377	1462	1534	561
10	\$79,599 TO < \$93,431	1,396	44	50	76	74	1473	1578	1579	784
22	\$93,431 TO < \$111,174	59	10	15	36	53	1300	1392	1470	53
16	\$111,174 TO < \$124,674	1,056	40	48	76	69	1453	1575	1546	632
13	\$124,674 TO < \$133,840	111	19	28	46	68	1362	1473	1530	90
8	\$133,840 TO < \$147,075	243	31	36	69	67	1393	1538	1543	168
10	\$147,075 TO < \$156,339	115	23	29	54	56	1373	1479	1490	89
12	\$156,339 TO < \$163,010	156	22	29	50	51	1360	1468	1485	121
13	\$163,010 TO < \$174,981	261	49	55	74	81	1497	1587	1643	132
10	\$174,981 TO < \$190,253	88	19	24	53	60	1371	1491	1506	71
14	\$190,253 TO < \$206,247	174	19	22	40	59	1314	1400	1505	141
6	\$206,247 TO < \$217,719	430	33	38	60	75	1419	1507	1585	287
16	\$217,719 TO < \$244,860	184	40	44	65	77	1440	1519	1571	111
8	\$244,860 TO < \$268,755	16	25	25	44	63	1355	1454	1467	12
1	\$268,755 TO < \$269,138	2,282	54	60	80	84	1504	1601	1635	1,059
10	\$269,138 TO < \$298,578	108	31	37	58	64	1400	1511	1524	74
11	\$298,578 TO < \$367,048	790	44	48	72	75	1449	1560	1571	446
4	\$367,048 TO < \$388,497	1,222	21	29	46	60	1360	1437	1508	969
16	\$388,497 AND OVER	183	34	39	53	75	1391	1470	1567	120
0	SPECIAL DISTRICTS	0	0	0	0	0	0	0	0	0
TOTAL TAX EFFORT (ST AVG=\$0.9606)										
47	UNDER 0.8092	2,379	37	45	65	74	1446	1530	1585	1,490
76	0.8092 TO UNDER 0.9716	6,808	40	47	69	73	1449	1547	1574	4,066
58	0.9716 TO UNDER 1.1289	1,848	35	40	63	69	1419	1525	1561	1,205
53	1.1289 AND OVER	766	34	39	57	72	1409	1489	1557	509
0	SPECIAL DISTRICTS	0	0	0	0	0	0	0	0	0
M&O EFF. TAX EFFORT (MEDIAN=\$0.8130)										
55	UNDER 0.6780	3,797	40	47	69	75	1456	1551	1583	2,278
69	0.6780 TO 0.8129	5,820	38	45	66	72	1437	1532	1568	3,614
62	0.8130 TO 0.9647	1,349	41	45	68	75	1439	1543	1582	799
48	OVER 0.9647	835	31	37	57	68	1400	1492	1547	579
0	SPECIAL DISTRICTS	0	0	0	0	0	0	0	0	0
M&O EFF. TAX EFFORT (ST AVG=\$0.8150)										
127	UNDER 0.8150	9,626	39	46	67	73	1444	1539	1574	5,901
107	OVER 0.8150	2,175	37	43	64	73	1425	1525	1570	1,369
0	SPECIAL DISTRICTS	0	0	0	0	0	0	0	0	0

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TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 3 SPANISH

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION		
				WRITING	READING	MATH	WRITING	READING	MATH			
APR GROUPS: ENROLL WEALTH % LOW INC												
11	<1K	< AVG.	<40%	17	18	19	29	47	1264	1337	1406	14
13	<1K	< AVG.	>=40	69	26	32	52	59	1381	1482	1494	51
6	<1K	> AVG.	<40%	12	17	25	42	50	1338	1356	1478	10
2	<1K	> AVG.	>=40	5	40	40	40	60	1392	1394	1610	3
15	1K TO < 3K	< AVG.	<40%	15	13	21	53	40	1308	1425	1356	13
28	1K TO < 3K	< AVG.	>=40	327	15	21	45	57	1340	1446	1486	277
10	1K TO < 3K	> AVG.	<40%	21	5	5	29	25	1237	1301	1377	20
9	1K TO < 3K	> AVG.	>=40	39	33	41	54	66	1418	1472	1529	26
27	3K TO < 10K	< AVG.	<40%	150	15	26	40	49	1349	1429	1475	127
24	3K TO < 10K	< AVG.	>=40	1,516	29	36	53	70	1409	1473	1565	1,071
21	3K TO < 10K	> AVG.	<40%	70	23	31	44	67	1362	1430	1510	54
1	3K TO < 10K	> AVG.	>=40	22	41	50	68	82	1524	1555	1581	13
22	>10K	< AVG.	<40%	768	34	39	64	71	1413	1527	1569	507
20	>10K	< AVG.	>=40	3,719	43	50	75	74	1466	1575	1576	2,128
19	>10K	> AVG.	<40%	936	35	40	66	73	1416	1534	1557	604
6	>10K	> AVG.	>=40	4,115	43	49	68	76	1457	1545	1593	2,352
0	SPECIAL DISTRICTS			0	0	0	0	0	0	0	0	0
SPTB HIGHEST CATEGORY												
132	RESIDENTIAL			6,181	39	46	69	74	1449	1550	1576	3,744
22	LAND			178	33	39	60	68	1409	1496	1535	120
23	OIL AND GAS			541	22	29	39	57	1367	1419	1501	422
57	BUSINESS			4,901	39	45	66	73	1440	1534	1578	2,984
0	SPECIAL DISTRICTS			0	0	0	0	0	0	0	0	0
SMALL/SPARSE ADJUSTMNT (ST AVG=29.7%)												
168	NO SMALL/SPARSE ADJUSTMENT			11,460	39	46	67	73	1444	1540	1576	6,977
35	UNDER 22.0%			242	10	14	38	50	1309	1404	1449	218
20	22.0% TO UNDER 31.4%			66	27	34	58	59	1381	1490	1492	48
4	31.4% TO UNDER 36.8%			20	5	5	10	55	1262	1341	1430	19
7	36.8% AND OVER			13	38	46	54	62	1410	1388	1552	8
PDI LEVEL (MEDIAN=1.07)												
8	UNDER 1.05			8	25	33	63	100	1385	1539	1574	6
9	1.05 TO UNDER 1.06			13	15	38	31	62	1378	1369	1464	11
31	1.06 TO UNDER 1.08			81	17	23	43	47	1349	1441	1471	67
70	1.08 TO 1.11			398	25	32	49	61	1375	1447	1513	299
116	1.11 AND OVER			11,301	39	46	67	73	1444	1541	1576	6,887

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TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 3 SPANISH

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDICATION
				WRITING	READING	MATH	WRITING	READING	MATH	
OPERATING COST/RADA (ST AVG= \$3,837)										
55	UNDER \$3,476	2,263	41	47	70	75	1458	1557	1586	1,337
81	\$3,476 TO \$3,808	3,802	36	44	66	70	1434	1536	1559	2,442
52	\$3,807 TO \$4,211	3,606	45	51	71	78	1465	1558	1601	1,998
35	\$4,212 TO \$4,940	2,106	30	37	55	66	1395	1480	1537	1,475
11	OVER \$4,940	24	25	29	42	57	1375	1366	1484	18
ESC REGION										
28	I EDINBURG	2,465	36	43	61	72	1435	1517	1571	1,588
5	II CORPUS CHRISTI	19	47	53	74	74	1421	1529	1545	10
4	III VICTORIA	7	14	14	43	57	1306	1436	1460	6
29	IV HOUSTON	3,487	47	53	76	80	1477	1580	1611	1,832
2	V BEAUMONT	10	10	10	50	20	1288	1402	1383	9
10	VI HUNTSVILLE	29	14	21	31	66	1348	1426	1502	25
18	VII KILGORE	118	18	25	44	65	1355	1449	1547	97
4	VIII MT PLEASANT	12	33	58	50	83	1534	1495	1550	8
3	IX WICHITA FALLS	1								
24	X RICHARDSON	1,629	25	32	50	63	1374	1455	1521	1,216
19	XI FORT WORTH	354	27	31	53	66	1382	1475	1541	258
9	XII WACO	53	11	13	43	40	1284	1413	1447	47
18	XIII AUSTIN	339	55	60	75	83	1496	1573	1626	151
5	XIV ABILENE	9	33	33	44	78	1383	1528	1586	6
4	XV SAN ANGELO	38	13	24	47	58	1342	1448	1504	33
9	XVI AMARILLO	79	14	28	35	61	1353	1397	1507	68
10	XVII LUBBOCK	51	14	24	38	54	1332	1380	1488	44
8	XVIII MIDLAND	105	27	38	56	60	1398	1487	1519	77
10	XIX EL PASO	2,565	42	49	76	72	1462	1575	1565	1,498
15	XX SAN ANTONIO	431	31	37	57	75	1412	1507	1573	298
TEAMS: PCT PASSING ALL TESTS TAKEN										
25	UNDER 60%	1,737	29	35	52	70	1402	1475	1554	1,239
93	60% TO UNDER 75%	8,670	42	48	70	74	1456	1555	1581	5,070
110	75% TO UNDER 90%	1,379	31	36	59	69	1394	1500	1542	949
6	90% AND OVER	15	20	21	64	43	1324	1516	1471	12
DENSITY (ST AVG=11.34 RADA/SQ MI)										
48	LESS THAN 5	226	25	33	46	55	1391	1449	1495	169
62	5 TO UNDER 20	930	31	38	53	74	1414	1477	1586	643
52	20 TO UNDER 100	1,457	31	38	58	67	1418	1508	1557	1,000
72	100 AND OVER	9,188	41	47	69	74	1448	1549	1578	5,458
0	SPECIAL DISTRICTS	0	0	0	0	0	0	0	0	0

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TEXAS EDUCATION AGENCY
TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 3 SPANISH

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
RADA CHG: 88/89-89/90 (ST AVG=1.57%)										
75	DECLINING RADA	1,808	21	29	47	62	1364	1445	1518	1,427
91	0% TO UNDER 3%	6,663	45	52	74	77	1469	1570	1590	3,668
47	3% TO UNDER 6%	2,009	35	42	62	73	1425	1520	1577	1,296
13	6% TO UNDER 10%	859	27	32	53	63	1392	1477	1519	624
8	10% AND OVER	462	45	50	75	78	1488	1585	1625	255
PCT BLACK PUPILS (ST AVG=14.50%)										
117	UNDER 5%	5,824	37	45	67	71	1442	1539	1565	3,652
38	5% TO UNDER 10%	839	30	35	62	69	1394	1516	1533	586
37	10% TO UNDER 20%	794	45	51	69	78	1456	1545	1591	433
21	20% TO UNDER 30%	201	18	23	43	60	1324	1414	1508	164
18	30% TO UNDER 50%	4,115	41	48	67	75	1453	1542	1592	2,411
3	50% AND OVER	28	14	14	29	68	1277	1371	1569	24
PCT HISPANIC PUPILS (ST AVG=33.10%)										
31	UNDER 5%	51	16	27	48	61	1345	1444	1451	43
37	5% TO UNDER 10%	249	27	31	49	64	1358	1468	1529	183
40	10% TO UNDER 20%	559	27	31	51	70	1374	1460	1549	410
27	20% TO UNDER 30%	904	38	42	66	73	1438	1540	1576	560
34	30% TO UNDER 50%	4,485	42	48	69	75	1450	1544	1586	2,617
65	50% AND OVER	5,553	38	45	67	72	1445	1542	1567	3,457
PCT MINORITY PUPILS (ST AVG=49.70%)										
7	UNDER 5%	7	0	0	57	71	1217	1400	1404	7
11	5% TO UNDER 10%	14	21	23	36	31	1277	1413	1296	11
33	10% TO UNDER 20%	107	23	31	47	62	1366	1466	1502	82
29	20% TO UNDER 30%	347	36	43	64	75	1423	1517	1572	221
59	30% TO UNDER 50%	1,183	29	34	61	67	1391	1511	1536	839
95	50% AND OVER	10,143	40	47	67	74	1448	1541	1578	6,110
PERCENT LOW INCOME (ST AVG=39.75%)										
46	UNDER 20%	809	30	34	55	69	1374	1474	1540	428
39	20% TO UNDER 30%	319	32	39	60	69	1410	1513	1527	218
46	30% TO UNDER 40%	1,061	34	39	66	70	1418	1536	1560	703
49	40% TO UNDER 60%	5,262	43	49	69	75	1457	1548	1584	3,023
27	60% TO UNDER 80%	2,031	40	47	74	72	1459	1566	1575	1,211
27	80% AND OVER	2,519	33	41	58	71	1423	1507	1587	1,687

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TEXAS ASSESSMENT OF ACADEMIC SKILLS
OCTOBER 1990 TAAS PERFORMANCE
GRADE 3 SPANISH

MAY 15, 1991

NUMBER OF DISTRICTS	CATEGORIES	STUDENTS TESTED OCT 1990	PERCENT PASSING ALL TESTS TAKEN OCT 1990	-PERCENT MASTERY- OCTOBER 1990			-AVERAGE SCALE SCORE- OCTOBER 1990			STUDENTS NEEDING ANY REMEDATION
				WRITING	READING	MATH	WRITING	READING	MATH	
AVG. TEACHER EXPER (ST AVG=11.3 YRS)										
47	UNDER 9.7 YEARS	2,603	37	44	65	71	1440	1532	1572	1,631
65	9.7 TO UNDER 11.1 YEARS	2,329	37	44	64	74	1440	1526	1572	1,468
78	11.1 TO UNDER 12.3 YEARS	4,967	46	52	75	77	1468	1574	1592	2,695
44	12.3 YEARS AND OVER	1,902	22	29	49	64	1370	1456	1526	1,476
AVG. TEACHER SALARY (ST AVG=\$25,897)										
17	UNDER \$23,176	112	14	17	50	57	1337	1437	1475	96
43	\$23,176 TO UNDER \$24,237	214	13	19	37	50	1310	1404	1456	187
66	\$24,237 TO UNDER \$25,425	2,314	36	43	64	71	1434	1528	1566	1,482
108	\$25,425 AND OVER	9,161	40	47	68	74	1447	1543	1579	5,505
PCT MINORITY TCHRS (ST AVG=22.40%)										
78	UNDER 5%	415	27	34	50	65	1375	1456	1522	304
40	5% TO UNDER 10%	843	30	35	60	68	1388	1499	1536	586
43	10% TO UNDER 20%	649	30	35	62	66	1393	1519	1535	457
13	20% TO UNDER 30%	538	55	59	77	82	1502	1589	1635	242
29	30% TO UNDER 50%	4,261	35	42	66	69	1430	1529	1551	2,773
31	50% AND OVER	5,095	43	50	69	77	1463	1552	1599	2,908
% TCHRS W ADV DEGREE (ST AVG=32.0%)										
36	UNDER 19.0%	2,097	37	44	64	71	1436	1529	1561	1,331
60	19.0% TO UNDER 26.9%	3,273	38	46	69	72	1450	1548	1567	2,021
72	26.9% TO UNDER 34.9%	1,830	32	37	61	70	1405	1513	1559	1,249
66	34.9% AND OVER	4,601	42	48	68	76	1451	1541	1588	2,669
234	STATE TOTAL	11,801	38	45	66	73	1441	1537	1573	7,270

RESULTS FOR STATE SCHOOLS ARE NOT INCLUDED IN THIS REPORT

Appendix A

Texas Assessment of Academic Skills Instructional Objectives Grades 3 (English), 5, 7, 9, and Exit Level

LANGUAGE ARTS

DOMAIN: Written Communication

- Objective 1: The student will respond appropriately in a written composition to the purpose/audience specified in a given topic.
- Objective 2: The student will organize ideas in a written composition on a given topic.
- Objective 3: The student will demonstrate control of the English language in a written composition on a given topic.
- Objective 4: The student will generate a written composition that develops/supports/elaborates the central idea stated in a given topic.
- Objective 5: The student will recognize appropriate sentence construction within the context of a written passage.
- Objective 6: The student will recognize appropriate English usage within the context of a written passage.
- Objective 7: The student will recognize appropriate spelling, capitalization, and punctuation within the context of a written passage.

DOMAIN: Reading Comprehension

- Objective 1: The student will determine the meaning of words in a variety of written texts.
- Objective 2: The student will identify supporting ideas in a variety of written texts.
- Objective 3: The student will summarize a variety of written texts.
- Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts.
- Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.
- Objective 6: The student will recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts.

**Texas Assessment of Academic Skills
Instructional Objectives
Grades 3 (English), 5, 7, 9, and Exit Level**

MATHEMATICS

DOMAIN: Concepts

- Objective 1: The student will demonstrate an understanding of number concepts.
- Objective 2: The student will demonstrate an understanding of mathematical relations, functions, and other algebraic concepts.
- Objective 3: The student will demonstrate an understanding of geometric properties and relationships.
- Objective 4: The student will demonstrate an understanding of measurement concepts using metric and customary units.
- Objective 5: The student will demonstrate an understanding of probability and statistics.

DOMAIN: Operations

- Objective 6: The student will use the operation of addition to solve problems.
- Objective 7: The student will use the operation of subtraction to solve problems.
- Objective 8: The student will use the operation of multiplication to solve problems.
- Objective 9: The student will use the operation of division to solve problems.

DOMAIN: Problem-Solving

- Objective 10: The student will estimate solutions to a problem situation.
- Objective 11: The student will determine solution strategies and will analyze or solve problems.
- Objective 12: The student will express or solve problems using mathematical representation.
- Objective 13: The student will evaluate the reasonableness of a solution to a problem situation.

**Texas Assessment of Academic Skills
Instructional Objectives
Grade 3 (Spanish)**

Artes de lenguaje en español

DOMINIO: Comunicación escrita

Los objetivos números 1 á 4 son examinados con una composición escrita, la cual no es parte del examen en español en este momento.

- Objetivo número 5: El estudiante reconocerá estructuras correctas de oraciones dentro del contexto de un pasaje escrito.
- Objetivo número 6: El estudiante reconocerá el uso correcto del español dentro del contexto de un pasaje escrito.
- Objetivo número 7: El estudiante reconocerá ortografía correcta, el uso correcto de letras mayúsculas y minúsculas, y puntuación correcta dentro del contexto de un pasaje escrito.

DOMINIO: Comprensión de lectura

- Objetivo número 1: El estudiante determinará el significado de palabras en varios tipos de textos escritos.
- Objetivo número 2: El estudiante identificará ideas secundarias en varios tipos de textos escritos.
- Objetivo número 3: El estudiante resumirá varios tipos de textos escritos.
- Objetivo número 4: El estudiante percibirá relaciones y reconocerá resultados en varios tipos de textos escritos.
- Objetivo número 5: El estudiante analizará información en varios tipos de textos escritos para hacer inferencias y generalizaciones.
- Objetivo número 6: El estudiante reconocerá puntos de vista, propaganda, y/o declaraciones que son hechos y no son hechos en varios tipos de textos escritos.

**Texas Assessment of Academic Skills
Instructional Objectives
Grade 3 (Spanish)**

Matemáticas

DOMINIO: Conceptos

- Objetivo número 1: El estudiante demostrará conocimiento de conceptos de números.
- Objetivo número 2: El estudiante demostrará conocimiento de relaciones matemáticas, funciones y otros conceptos algebraicos.
- Objetivo número 3: El estudiante demostrará conocimiento de propiedades y relaciones geométricas.
- Objetivo número 4: El estudiante demostrará conocimiento de conceptos de medida empleando unidades de varios sistemas.
- Objetivo número 5: El estudiante demostrará conocimiento de probabilidad y estadísticas.

DOMINIO: Operaciones

- Objetivo número 6: El estudiante empleará la operación de sumas para resolver problemas.
- Objetivo número 7: El estudiante empleará la operación de restas para resolver problemas.
- Objetivo número 8: El estudiante empleará la operación de multiplicación para resolver problemas.
- Objetivo número 9: El estudiante empleará la operación de división para resolver problemas.

DOMINIO: Problemas razonados

- Objetivo número 10: El estudiante aproximará respuestas a problemas.
- Objetivo número 11: El estudiante determinará las estrategias necesarias para obtener respuestas, y analizará o resolverá problemas.
- Objetivo número 12: El estudiante expresará o resolverá problemas empleando representaciones matemáticas.
- Objetivo número 13: El estudiante evaluará lo razonable que es la solución de un problema.

**Texas Educational Assessment of Minimum Skills
Instructional Objectives
Exit Level Mathematics**

- Objective 1: Select the set of numbers ordered from least to greatest.
- Objective 2: Round numbers to a particular place value.
- Objective 3: Identify equivalent fractions, decimals, and percents.
- Objective 4: Convert numbers from exponential notation to standard notation.
- Objective 5: Solve problems involving addition/subtraction/multiplication of fractions and mixed numbers.
- Objective 6: Use the basic operations to solve decimal problems.
- Objective 7: Solve problems involving addition of integers.
- Objective 8: Solve word problems involving multiple operations of whole numbers, decimals, fractions, and mixed numbers.
- Objective 9: Solve word problems involving proportions.
- Objective 10: Solve word problems involving percent.
- Objective 11: Solve word problems involving metric/customary measurements using the basic operations.
- Objective 12: Solve problems involving geometric formulas.
- Objective 13: Use geometric properties to solve problems involving geometric shapes.
- Objective 14: Solve word problems involving averages.
- Objective 15: Solve word problems involving simple probability.
- Objective 16: Use information from graphs and tables to solve word problems.
- Objective 17: Solve word problems using formulas.
- Objective 18: Solve problems to determine the value of a variable.

**Texas Educational Assessment of Minimum Skills
Instructional Objectives
Exit Level English Language Arts**

Reading

- Objective 1: Identify the main idea.
- Objective 2: Use context to understand the meaning of words.
- Objective 3: Use word structure to identify words.
- Objective 4: Identify specific details.
- Objective 5: Identify the sequence of events.
- Objective 6: Draw logical conclusions.
- Objective 7: Distinguish between fact and opinion.
- Objective 8: Identify the appropriate reference source.
- Objective 9: Use reference sources to locate information.
- Objective 10: Analyze literary selections.

Writing

- Objective 11: Demonstrate knowledge of standard uses of capitalization.
- Objective 12: Demonstrate knowledge of standard punctuation.
- Objective 13: Recognize the correct spelling of commonly used words.
- Objective 14: Demonstrate knowledge of correct English usage.
- Objective 15: Demonstrate the ability to distinguish complete sentences from fragments and/or run-ons.
- Objective 16: Recognize the sentence that best combines two related sentences.
- Objective 17: Demonstrate the ability to proofread a written communication.
- Objective 18: Demonstrate the ability to organize a written communication.

Appendix B

Texas Assessment of Academic Skills Kuder Richardson Coefficients October 1990

Grade	Reliability Coefficients	Writing	Reading	Mathematics
3 (English)	KR 20	.81	.90	.87
	KR 21	.78	.89	.86
3 (Spanish)	KR 20	.85	.91	.86
	KR 21	.83	.91	.85
5	KR 20	.80	.90	.92
	KR 21	.78	.89	.91
7	KR 20	.84	.88	.93
	KR 21	.83	.87	.92
9	KR 20	.84	.90	.93
	KR 21	.82	.89	.92
11 (Exit)	KR 20	.82	.86	.92
	KR 21	.78	.85	.92

Appendix C

Measurement of TAAS Writing Skills

Objectives/instructional targets for the TAAS Grade 3 Spanish writing test and the TEAMS exit level English language arts test are measured with multiple-choice test items only. The TAAS writing tests for Grades 3 (English only), 5, 7, 9, and exit level consist of multiple-choice test items and a written composition. While the multiple-choice items test sentence structure, language mechanics, and usage, the written composition is a direct measurement of the student's ability to synthesize the component skills of writing -- that is, the composition task requires the student to express ideas effectively in writing. To do this, he or she must be able to respond to a specified purpose and audience, to organize ideas clearly, to maintain a consistent control of the written language, and to generate and develop ideas in a way that will allow the reader to understand completely what the writer is attempting to say. In October 1990, the following types of writing were assessed:

	<u>Purpose</u>	<u>Mode</u>
Exit Level	Persuasive	
Grade 9	Persuasive	Descriptive
Grade 7	Informative	Narrative
Grade 5	Expressive	Narrative
Grade 3	Informative	Descriptive

A process called focused holistic scoring has been developed to assess TAAS written compositions. The scoring system is "holistic" in that the total piece of writing is considered; it is "focused" since the writing is evaluated in terms of the composition's organization, elaboration, language control, and response to a specified purpose and audience/topic.

Scoring Process for the Written Compositions - Responses are rated on a scale of 0-4. Papers assigned ratings of 0 are not scorable because they do not respond to the task; "1" papers attempt to address the task but are unsuccessful. Responses receiving ratings of 0 and 1 are considered failing papers. The degree to which a student successfully completes the writing task determines whether a response receives a passing score, ranging from 2 (minimally successful) to 4 (very successful). Each response is scored independently by at least two trained readers. Unlike other large-scale state writing assessments, TAAS scoring requires absolute agreement on the two assigned scores. If the first two readers do not agree, the response is evaluated independently by a third reader, and the final score is determined by a

two-out-of-three agreement among the three readings. Should the score from the third reading not match either of the other two scores, the response will receive a fourth reading by the scoring director. Reliability, based on the numbers of responses upon which agreement is reached after the third reading, is 99 percent.

Training Procedures - For the October 1990 administration, approximately 600 readers scored TAAS compositions for Grades 3, 5, 7, 9, and exit level. Readers were required to have at least a bachelor's degree in English or a related field and possess teaching or other relevant experience at or near the grade of assignment. Many readers have had prior experience scoring compositions from previous Texas assessments, as well as other state writing assessments. Readers were trained to read responses for one particular grade. Scoring directors were trained by TEA staff members from the Divisions of Student Assessment and General Education, Language Arts section. Scoring directors, in turn, used scoring guides, as well as sets of papers, to train both team leaders and readers. These guides included descriptions of the criteria for the rating system used in scoring TAAS compositions, as well as numerous annotated examples of student responses that might be encountered by readers.

Quality Control - Reader performance was monitored daily. Reader performance statistics, including the number of compositions read, the number of score resolutions required, and the number of instances in which readers rated responses low or high, were collected for each shift. Poor-performing readers were retrained or dismissed, as required.

In addition to monitoring the quality of individual readers, the scoring system included daily checks on "reader drift," that is, deviation from the established standards for rating TAAS responses. Prescored packets of TAAS responses, appearing to be actual test packets, were circulated in each scoring room. Data on any disparities between each new scoring of these papers and the predetermined scores were collected daily. If it became apparent that readers were experiencing difficulty with the established standards, scoring was stopped and retraining occurred.

Analytical Scoring Information - Beginning with the February 1988 TEAMS administration, additional scoring information was provided for failing compositions in Grades 3-9. Essays receiving ratings of 0 were annotated "WROTE OFF TOPIC" if the student did not address the topic, and essays receiving a 1 were annotated "USED WRONG PURPOSE/MODE" if the student did not respond to the specified type of writing. Beginning with the February 1989 TEAMS administration, more detailed analytical score information was given for ninth grade student responses receiving ratings of 0 or 1. In addition to "WROTE OFF TOPIC" and "USED WRONG PURPOSE/MODE," a number of other specific areas of weakness were annotated for each failing Grade 9 composition. In the October 1990 TAAS administration, this type of analytic information was also provided at the exit level. In October 1991 this type of analytic scoring information will be available for failing papers at all grades.

As of October 1990, all students who take the exit level TAAS test are required to demonstrate satisfactory performance on a written composition as one of the requirements for receiving a Texas high school diploma. (The exit level TEAMS test does not contain a written composition.) The identification of problem areas in writing for Grade 9 and exit level students enables teachers to begin intensive remedial instruction targeted at specific weaknesses. The analytic summary information for the Grade 9 and exit level written compositions is outlined in Appendix F.

Appendix D

Texas Assessment of Academic Skills Mastery Standards - October 1990

Language Arts Writing

	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11*
Objective Mastery					
Objectives 1 - 4 assessed by written composition (except Grade 3 Spanish)					
5: Sentence Construction	6/8	7/10	8/12	10/14	10/14
6: Usage	4/6	6/8	8/12	8/12	8/12
7: Spelling, Capitalization, & Punctuation	6/8	7/10	8/12	10/14	10/14
Academic Skills Mastery Plus at least a 2 on the composition	15/22	18/28	22/36	24/40	24/40
Academic Recognition With all objectives mastered and a 4 on the composition	16/22	20/28	24/36	28/40	28/40

- * To ensure that students taking the April 1991 exit level test were required to demonstrate mastery at a level equivalent to that on the October 1990 test, as required in Section 101.2(d)(2) of the Texas Administrative Code, minor shifts were made in the numbers of items needed for mastery. These shifts account for slight differences in test difficulty between the October and April tests. Mastery requirements for each subject area test are listed in the right-hand column of the TAAS Confidential Student Report.

Texas Assessment of Academic Skills
Mastery Standards - October 1990

Language Arts Reading

	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11*
Objective Mastery					
1: Word Meaning	6/8	4/6	3/4	3/4	3/4
2: Supporting Ideas	7/10	6/8	3/4	3/4	3/4
3: Summarization	4/5	4/6	4/6	6/8	6/8
4: Relationships & Outcomes	3/4	4/6	4/6	6/8	6/8
5: Inferences & Generalizations	3/4	7/10	10/14	11/16	11/16
6: Point of View, Propaganda, & Fact & Nonfact	3/4	3/4	4/6	6/8	6/8
Academic Skills Mastery	23/35	26/40	24/40	29/48	29/48
Academic Recognition With all objectives mastered	26/35	28/40	28/40	35/48	35/48

Texas Assessment of Academic Skills
Mastery Standards - October 1990

Mathematics

Objective Mastery	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11*
1: Number Concepts	3/4	3/4	3/4	3/4	3/4
2: Algebraic/Mathematical Relations & Functions	3/4	3/4	3/4	3/4	3/4
3: Geometric Properties & Relationships	3/4	3/4	3/4	3/4	3/4
4: Measurement Concepts	3/4	3/4	3/4	3/4	3/4
5: Probability & Statistics	3/4	3/4	3/4	3/4	3/4
6: Use of Addition to Solve Problems	3/4	3/4	3/4	3/4	3/4
7: Use of Subtraction to Solve Problems	3/4	3/4	3/4	3/4	3/4
8: Use of Multiplication to Solve Problems	**	3/4	3/4	3/4	3/4
9: Use of Division to Solve Problems	3/4	3/4	3/4	3/4	3/4
10: Problem Solving Using Estimation	***	****	3/4	3/4	3/4
11: Problem Solving Using Solution Strategies	3/4	3/4	4/6	6/8	6/8
12: Problem Solving Using Mathematical Representation	3/4	3/4	4/6	6/8	6/8
13: Evaluation of the Reasonableness of a Solution	3/4	4/6	3/4	3/4	3/4
Academic Skills Mastery	29/44	33/50	34/56	36/60	36/60
Academic Recognition With all objectives mastered	33/44	37/50	41/56	45/60	45/60

** At Grade 3, Objectives 8 and 9 are measured with 4 items total.

*** At Grade 3, Objectives 10 and 13 are measured with 4 items total.

**** At Grade 5, Objectives 10 and 13 are measured with 6 items total.

Appendix E

Texas Assessment of Academic Skills Raw Score to Scale Score Conversion October 1990

Raw Score to Scale Score Conversion Grade 3 Writing - English

*** TAAS raw score	TAAS Scale Score	***TAAS raw score	TAAS Scale Score
0	660	36	1690
1	770	37	1720
2	840	38	1760
3	900	39	1800
4	950	40	1850
5	990	41	1890
6	1040	42	1940
7	1070	43	2000
8	1110	44	2060
9	1140	45	2160
10	1170	46	2260
11	1190		
12	1220		
13	1240		
14	1260		
15	1280		
16	1290		
17	1310		
18	1330		
19	1350		
20	1360		
21	1380		
22	1400		
23	1410		
24	1430		
25	1450		
26	1460		
*27	1480		
**28	1500		
29	1520		
30	1540		
31	1560		
32	1580		
33	1610		
34	1630		
35	1660		

* 1990-91 Passing Standard

** 70% Passing Standard

*** Number of multiple choice items correct + (composition score x 6)

Since mastery cannot be obtained with less than a '2' on the written composition portion, a composition score of '1' plus 21 or more multiple choice items correct will result in a scale score of 1479 which is one point below mastery.

Raw Score to Scale Score Conversion **Grade 3 Reading - English**

<u>TAAS raw score</u>	<u>TAAS Scale Score</u>
0	700
1	840
2	940
3	1000
4	1050
5	1090
6	1120
7	1150
8	1170
9	1190
10	1220
11	1240
12	1260
13	1280
14	1300
15	1310
16	1330
17	1350
18	1370
19	1380
20	1400
21	1420
22	1440
* 23	1460
24	1480
** 25	1500
26	1520
27	1540
28	1570
29	1600
30	1630
31	1670
32	1710
33	1770
34	1870
35	2010

* 1990-91 Passing Standard
 ** 70% Passing Standard

**Raw Score to Scale Score Conversion
Grade 3 Mathematics - English**

<u>TAAS raw score</u>	<u>TAAS Scale Score</u>
0	610
1	760
2	870
3	930
4	980
5	1020
6	1050
7	1080
8	1100
9	1130
10	1150
11	1170
12	1190
13	1210
14	1230
15	1240
16	1260
17	1280
18	1290
19	1310
20	1320
21	1340
22	1350
23	1370
24	1380
25	1400
26	1420
27	1430
28	1450
* 29	1470
30	1480
** 31	1500
32	1520
33	1540
34	1560
35	1580
36	1610
37	1630
38	1670
39	1700
40	1740
41	1790
42	1850
43	1960
44	2120

* 1990-91 Passing Standard
 ** 70% Passing Standard

**Raw Score to Scale Score Conversion
Grade 3 Spanish Writing**

<u>TAAS raw score</u>	<u>TAAS Scale Score</u>
0	730
1	880
2	990
3	1060
4	1110
5	1160
6	1190
7	1230
8	1260
9	1290
10	1320
11	1350
12	1380
13	1410
14	1440
* 15	1470
** 16	1500
17	1540
18	1580
19	1630
20	1700
21	1810
22	1960

* 1990-91 Passing Standard

** 70% Passing Standard

**Raw Score to Scale Score Conversion
Grade 3 Spanish Reading**

<u>TAAS raw score</u>	<u>TAAS Scale Score</u>
0	700
1	840
2	940
3	1000
4	1050
5	1090
6	1120
7	1150
8	1180
9	1200
10	1220
11	1240
12	1260
13	1280
14	1300
15	1320
16	1340
17	1350
18	1370
19	1390
20	1410
21	1420
22	1440
* 23	1460
24	1480
** 25	1500
26	1520
27	1540
28	1570
29	1600
30	1630
31	1660
32	1710
33	1770
34	1870
35	2000
* 1990-91 Passing Standard	
** 70% Passing Standard	

**Raw Score to Scale Score Conversion
Grade 3 Spanish Mathematics**

<u>TAAS raw score</u>	<u>TAAS Scale Score</u>
0	460
1	630
2	750
3	830
4	890
5	930
6	970
7	1010
8	1040
9	1070
10	1090
11	1120
12	1140
13	1160
14	1180
15	1200
16	1220
17	1240
18	1260
19	1280
20	1300
21	1320
22	1330
23	1350
24	1370
25	1390
26	1400
27	1420
28	1440
* 29	1460
30	1480
** 31	1500
32	1520
33	1540
34	1570
35	1590
36	1620
37	1650
38	1680
39	1720
40	1760
41	1820
42	1890
43	2010
44	2180

* 1990-91 Passing Standard
 ** 70% Passing Standard

Raw Score to Scale Score Conversion Grade 5 Writing

*** TAAS raw score	TAAS Scale Score	***TAAS raw score	TAAS Scale Score
0	570	51	1880
1	710	52	1920
2	810	53	1970
3	870	54	2030
4	920	55	2130
5	960	56	2260
6	1000		
7	1040		
8	1070		
9	1100		
10	1130		
11	1150		
12	1170		
13	1190		
14	1210		
15	1230		
16	1240		
17	1260		
18	1270		
19	1290		
20	1310		
21	1320		
22	1330		
23	1350		
24	1360		
25	1380		
26	1390		
27	1400		
28	1420		
29	1430		
30	1440		
31	1460		
*32	1470		
33	1490		
**34	1500		
35	1510		
36	1530		
37	1540		
38	1560		
39	1580		
40	1590		
41	1610		
42	1630		
43	1650		
44	1670		
45	1690		
46	1720		
47	1750		
48	1780		
49	1810		
50	1840		

* 1990-91 Passing Standard

** 70% Passing Standard

*** Number of multiple choice items correct + (composition score x 7)

Since mastery cannot be obtained with less than a '2' on the written composition portion, a composition score of '1' plus 25 or more multiple choice items correct will result in a scale score of 1469 which is one point below mastery.

Raw Score to Scale Score Conversion Grade 5 Reading

<u>TAAS raw score</u>	<u>TAAS Scale Score</u>
0	570
1	730
2	850
3	920
4	970
5	1010
6	1050
7	1080
8	1110
9	1130
10	1160
11	1180
12	1200
13	1220
14	1240
15	1260
16	1280
17	1300
18	1310
19	1330
20	1350
21	1370
22	1390
23	1400
24	1420
25	1440
* 26	1460
27	1480
** 28	1500
29	1520
30	1540
31	1570
32	1600
33	1620
34	1650
35	1690
36	1730
37	1790
38	1860
39	1970
40	2130

* 1990-91 Passing Standard
 ** 70% Passing Standard

Raw Score to Scale Score Conversion Grade 5 Mathematics

<u>TAAS raw score</u>	<u>TAAS Scale Score</u>
0	570
1	720
2	830
3	890
4	940
5	980
6	1020
7	1050
8	1070
9	1090
10	1120
11	1140
12	1160
13	1180
14	1190
15	1210
16	1220
17	1240
18	1260
19	1270
20	1280
21	1300
22	1310
23	1330
24	1340
25	1360
26	1370
27	1380
28	1400
29	1410
30	1430
31	1440
32	1450
* 33	1470
34	1490
** 35	1500
36	1520
37	1530
38	1550
39	1570
40	1590
41	1610
42	1630
43	1660
44	1690
45	1720
46	1760
47	1810
48	1870
49	1980
50	2130

* 1990-91 Passing Standard
 ** 70% Passing Standard

Raw Score to Scale Score Conversion Grade 7 Writing

*** TAAS raw score	TAAS Scale Score	***TAAS raw score	TAAS Scale Score
0	370	51	1600
1	540	52	1610
2	650	53	1630
3	720	54	1650
4	770	55	1660
5	820	56	1680
6	860	57	1700
7	890	58	1720
8	930	59	1740
9	960	60	1770
10	990	61	1790
11	1010	62	1820
12	1040	63	1850
13	1060	64	1880
14	1080	65	1910
15	1110	66	1950
16	1130	67	1990
17	1140	68	2030
18	1160	69	2090
19	1180	70	2160
20	1190	71	2260
21	1210	72	2440
22	1230		
23	1240		
24	1250		
25	1270		
26	1280		
27	1290		
28	1310		
29	1320		
30	1330		
31	1340		
32	1350		
33	1370		
34	1380		
35	1390		
36	1400		
37	1410		
38	1430		
39	1440		
*40	1450		
41	1460		
42	1480		
43	1490		
**44	1500		
45	1510		
46	1530		
47	1540		
48	1550		
49	1570		
50	1580		

* 1990-91 Passing Standard

** 70% Passing Standard

*** Number of multiple choice items correct + (composition score x 9)

Since mastery cannot be obtained with less than a '2' on the written composition portion, a composition score of '1' plus 31 or more multiple choice items correct will result in a scale score of 1449 which is one point below mastery.

Raw Score to Scale Score Conversion Grade 7 Reading

<u>TAAS raw score</u>	<u>TAAS Scale Score</u>
0	440
1	620
2	750
3	840
4	900
5	950
6	990
7	1020
8	1060
9	1090
10	1110
11	1140
12	1160
13	1190
14	1210
15	1230
16	1250
17	1270
18	1290
19	1310
20	1330
21	1350
22	1370
23	1390
* 24	1410
25	1430
26	1460
27	1480
** 28	1500
29	1520
30	1550
31	1580
32	1600
33	1630
34	1670
35	1710
36	1750
37	1810
38	1890
39	2020
40	2200

* 1990-91 Passing Standard
 ** 70% Passing Standard

Raw Score to Scale Score Conversion **Grade 7 Mathematics**

<u>TAAS raw score</u>	<u>TAAS Scale Score</u>	<u>TAAS raw score</u>	<u>TAAS Scale Score</u>
0	550	51	1750
1	700	52	1780
2	810	53	1830
3	880	54	1900
4	930	55	2010
5	970	56	2160
6	1000		
7	1030		
8	1060		
9	1080		
10	1100		
11	1120		
12	1140		
13	1150		
14	1170		
15	1190		
16	1200		
17	1220		
18	1230		
19	1240		
20	1260		
21	1270		
22	1280		
23	1300		
24	1310		
25	1320		
26	1340		
27	1350		
28	1360		
29	1370		
30	1380		
31	1400		
32	1410		
33	1420		
*34	1430		
35	1450		
36	1460		
37	1470		
38	1490		
**39	1500		
40	1510		
41	1530		
42	1540		
43	1560		
44	1580		
45	1600		
46	1620		
47	1640		
48	1660		
49	1690		
50	1710		

* 1990-91 Passing Standard

** 70% Passing Standard

Raw Score to Scale Score Conversion Grade 9 Writing

<u>*** TAAS raw score</u>	<u>TAAS Scale Score</u>	<u>***TAAS raw score</u>	<u>TAAS Scale Score</u>
0	370	51	1530
1	530	52	1540
2	630	53	1560
3	700	54	1570
4	750	55	1580
5	790	56	1590
6	830	57	1600
7	870	58	1620
8	900	59	1630
9	930	60	1640
10	960	61	1660
11	980	62	1670
12	1010	63	1690
13	1030	64	1710
14	1050	65	1720
15	1070	66	1740
16	1100	67	1760
17	1120	68	1780
18	1130	69	1810
19	1150	70	1830
20	1170	71	1860
21	1190	72	1880
22	1200	73	1910
23	1220	74	1950
24	1230	75	1980
25	1240	76	2020
26	1260	77	2070
27	1270	78	2130
28	1280	79	2240
29	1300	80	2400
30	1310		
31	1320		
32	1330		
33	1340		
34	1350		
35	1360		
36	1380		
37	1390		
38	1400		
39	1410		
40	1420		
41	1430		
42	1440		
43	1450		
*44	1460		
45	1470		
46	1480		
47	1490		
**48	1500		
49	1510		
50	1520		

- * 1990-91 Passing Standard
- ** 70% Passing Standard
- *** Number of multiple choice items correct + (composition score x 10)

Since mastery cannot be obtained with less than a '2' on the written composition portion, a composition score of '1' plus 34 or more multiple choice items correct will result in a scale score of 1459 which is one point below mastery.

**Raw Score to Scale Score Conversion
Grade 9 Reading**

<u>TAAS raw score</u>	<u>TAAS Scale Score</u>
0	460
1	630
2	750
3	820
4	880
5	920
6	960
7	990
8	1020
9	1050
10	1070
11	1100
12	1120
13	1140
14	1160
15	1180
16	1190
17	1210
18	1230
19	1250
20	1260
21	1280
22	1300
23	1310
24	1330
25	1350
26	1360
27	1380
28	1390
* 29	1410
30	1430
31	1450
32	1460
33	1480
** 34	1500
35	1520
36	1540
37	1560
38	1580
39	1610
40	1630
41	1660
42	1700
43	1730
44	1780
45	1830
46	1910
47	2030
48	2200

* 1990-91 Passing Standard
 ** 70% Passing Standard

**Raw Score to Scale Score Conversion
Grade 9 Mathematics**

<u>TAAS raw score</u>	<u>TAAS Scale Score</u>	<u>TAAS raw score</u>	<u>TAAS Scale Score</u>
0	450	51	1660
1	610	52	1680
2	730	53	1710
3	800	54	1740
4	850	55	1770
5	900	56	1810
6	930	57	1860
7	960	58	1930
8	990	59	2050
9	1020	60	2210
10	1040		
11	1060		
12	1080		
13	1100		
14	1120		
15	1130		
16	1150		
17	1170		
18	1180		
19	1200		
20	1210		
21	1230		
22	1240		
23	1250		
24	1270		
25	1280		
26	1290		
27	1300		
28	1320		
29	1330		
30	1340		
31	1360		
32	1370		
33	1380		
34	1390		
35	1410		
*36	1420		
37	1430		
38	1450		
39	1460		
40	1470		
41	1490		
**42	1500		
43	1520		
44	1530		
45	1550		
46	1560		
47	1580		
48	1600		
49	1620		
50	1640		

* 1990-91 Passing Standard

** 70% Passing Standard

**Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Exit Level Writing**

*** TAAS raw score	TAAS Scale Score	***TAAS raw score	TAAS Scale Score
0	460	51	1540
1	620	52	1550
2	710	53	1560
3	770	54	1570
4	820	55	1590
5	860	56	1600
6	890	57	1610
7	920	58	1630
8	950	59	1640
9	980	60	1660
10	1000	61	1670
11	1030	62	1690
12	1050	63	1710
13	1070	64	1730
14	1090	65	1750
15	1110	66	1770
16	1120	67	1790
17	1140	68	1810
18	1150	69	1840
19	1170	70	1860
20	1180	71	1890
21	1190	72	1920
22	1210	73	1950
23	1220	74	1990
24	1230	75	2020
25	1250	76	2060
26	1260	77	2110
27	1270	78	2170
28	1280	79	2270
29	1290	80	2430
30	1300		
31	1310		
32	1330		
33	1340		
34	1350		
35	1360		
36	1370		
37	1380		
38	1390		
39	1400		
40	1410		
41	1420		
42	1430		
43	1440		
*44	1450		
45	1470		
46	1480		
47	1490		
**48	1500		
49	1510		
50	1520		

* October 1990 Passing Standard

** 70% Passing Standard

*** Number of multiple choice items correct + (composition x 10)

Since mastery cannot be obtained with less than a '2' on the written composition portion, a composition score of '1' plus 34 or more multiple choice items correct will result in a scale score of 1449 which is one point below mastery.

**Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Exit Level Reading**

<u>TAAS raw score</u>	<u>TAAS Scale Score</u>
0	400
1	580
2	710
3	780
4	840
5	890
6	930
7	960
8	990
9	1020
10	1040
11	1070
12	1090
13	1110
14	1130
15	1150
16	1170
17	1190
18	1210
19	1230
20	1250
21	1260
22	1280
23	1300
24	1320
25	1330
26	1350
27	1370
28	1390
* 29	1410
30	1420
31	1440
32	1460
33	1480
** 34	1500
35	1520
36	1540
37	1570
38	1590
39	1620
40	1650
41	1680
42	1710
43	1750
44	1800
45	1850
46	1930
47	2060
48	2240

* October 1990 Passing Standard
 ** 70% Passing Standard

**Texas Assessment of Academic Skills
Raw Score to Scale Score Conversion
Exit Level Mathematics**

<u>TAAS raw score</u>	<u>TAAS Scale Score</u>	<u>TAAS raw score</u>	<u>TAAS Scale Score</u>
0	450	51	1660
1	620	52	1690
2	740	53	1710
3	810	54	1740
4	860	55	1780
5	900	56	1820
6	940	57	1870
7	970	58	1940
8	1000	59	2060
9	1020	60	2230
10	1040		
11	1060		
12	1080		
13	1100		
14	1120		
15	1140		
16	1150		
17	1170		
18	1180		
19	1200		
20	1210		
21	1220		
22	1240		
23	1250		
24	1260		
25	1280		
26	1290		
27	1300		
28	1320		
29	1330		
30	1340		
31	1350		
32	1370		
33	1380		
34	1390		
35	1410		
*36	1420		
37	1430		
38	1450		
39	1460		
40	1470		
41	1490		
**42	1500		
43	1510		
44	1530		
45	1550		
46	1560		
47	1580		
48	1600		
49	1620		
50	1640		

* October 1990 Passing Standard
 ** 70% Passing Standard

**Texas Educational Assessment of Minimum Skills
Raw Score to Scale Score Conversion
Exit Level Mathematics**

<u>TEAMS raw score</u>	<u>TEAMS Scale Score</u>	<u>TEAMS raw score</u>	<u>TEAMS Scale Score</u>
0	357	51	706
1	378	52	713
2	378	53	719
3	379	54	726
4	379	55	732
5	379	56	739
6	379	57	746
7	379	58	753
8	379	59	761
9	379	60	768
10	380	61	777
11	382	62	785
12	385	63	794
13	391	64	804
14	399	65	815
15	409	66	827
16	421	67	841
17	432	68	857
18	445	69	878
19	458	70	904
20	471	71	940
21	483	72	999
22	494		
23	505		
24	516		
25	526		
26	535		
27	544		
28	552		
29	560		
30	568		
31	576		
32	583		
33	591		
34	598		
35	605		
36	612		
37	619		
38	625		
39	632		
40	638		
41	645		
42	651		
43	657		
44	663		
45	669		
46	676		
47	682		
48	688		
49	694		
50	700		

**Texas Educational Assessment of Minimum Skills
Raw Score to Scale Score Conversion
Exit Level English Language Arts**

<u>TEAMS raw score</u>	<u>TEAMS Scale Score</u>	<u>TEAMS raw score</u>	<u>TEAMS Scale Score</u>
0	505	51	706
1	521	52	713
2	522	53	720
3	522	54	727
4	522	55	734
5	522	56	741
6	522	57	749
7	522	58	757
8	523	59	766
9	523	60	774
10	523	61	784
11	524	62	794
12	524	63	804
13	525	64	816
14	527	65	828
15	530	66	842
16	533	67	857
17	536	68	875
18	541	69	896
19	545	70	921
20	550	71	954
21	555	72	999
22	559		
23	564		
24	569		
25	573		
26	578		
27	583		
28	587		
29	592		
30	596		
31	600		
32	605		
33	609		
34	614		
35	619		
36	623		
37	628		
38	633		
39	638		
40	643		
41	648		
42	653		
43	659		
44	664		
45	670		
46	676		
47	682		
48	688		
49	694		
50	700		

Appendix F

Texas Assessment of Academic Skills Grade 9 And Exit Level Written Composition Analytic Information Summary

USED WRONG PURPOSE/MODE (PURPOSE ONLY AT EXIT LEVEL)

The purpose both at Grade 9 and exit level was persuasive -- that is, the student was required to declare a position on a particular issue and then to present convincing reasons in support of that position. At Grade 9 the student was required to support either the "pro" or the "con" side of the issue and to write in the descriptive mode. At the exit level, however, the student was given more latitude in formulating a position; he or she was not restricted to a "pro" or "con" stance. In addition, no particular mode was required; the student could choose any mode or combination of modes that proved effective and persuasive. At both levels the student was expected to influence a specified audience to accept his or her point of view on the issue.

The most common problems regarding purpose/mode (purpose only at exit level) involved the following types of responses:

- those in which the student merely provided information about both sides of the issue without stating a position;
- those in which the student stated a position but failed to provide minimal support for it, instead proposing a solution without connecting it to a defense of the position (i.e. telling "how to" rather than "why");
- those in which the student did not sustain a consistent position. In these responses the student may have taken a position and provided some support for it, but he or she also presented support for the opposing side that was equal to or greater than that provided for the stated position. Such responses were unsuccessful if the information in support of the stated position was insufficient to provide a minimally sound case.

LACKED ORGANIZATION/STRUCTURE

Organization is the degree to which a response is focused and clearly and logically ordered.

Poorly organized responses were unfocused, with little or no sense of continuity between individual sentences and/or paragraphs. No discernible organizational strategy was apparent. The student may have presented reasons in a random or repetitive fashion, thereby causing gaps that required the reader to infer the student's intended thoughts; or the student may have rambled, presenting numerous details that did not enhance the argument. Also, lack of organization on a very short paper could have meant that there was not enough writing to determine whether or not the student had an organizational strategy.

LACKED SUPPORT AND/OR ELABORATION

Sufficient elaboration in a successful response is dependent upon the degree to which the student provides convincing reasons in support of his or her stated position.

Responses that lacked support and/or elaboration addressed the prompt (writing topic) in a skeletal way. In these responses the student may have presented a position along with one or more reasons, and there may even have been a little elaboration of these ideas, but the information and explanation were insufficient to provide a minimally sound case in support of the position chosen.

LACKED LANGUAGE CONTROL

Language control measures the student's ability to communicate effectively in the English language. This ability determines both the extent to which the response flows smoothly from word to word, sentence to sentence, and paragraph to paragraph and the effectiveness and precision of the response as a whole. Since TAAS responses represent first-draft writing, some errors in spelling, capitalization, and punctuation are to be expected. These types of errors are considered language control problems if meaning is impaired.

Students who lacked language control made errors that interrupted the fluency of their responses. The flow of the response was impeded as a result of repeated errors at the word level, the sentence level, and/or the composition level. At the word level there may have been errors in the spelling of basic words, in word choice, or in usage. At the sentence level there may have been an illogical arrangement of words, or the arrangement of words may have had an apparent order, but the meaning was nevertheless unclear. At the composition level responses may have lacked explicit connections between ideas, and attempts at illustrations or explanations of ideas may have been either irrelevant or repetitious.

WROTE OFF TOPIC

In these responses the student wrote on an entirely different topic than the one specified.

NO WRITING ATTEMPTED

In these responses the student left his or her paper blank.

WROTE IN A FOREIGN LANGUAGE

In these responses the student wrote entirely in a language other than English.

PAPER WAS ILLEGIBLE/INCOHERENT

These responses could not be scored because they were completely unreadable. Illegible responses were those in which the handwriting could not be read; letters may have been discernible, but they did not form recognizable words. Incoherent responses were those in which letters or words were strung together in a meaningless fashion.

DID NOT WRITE ENOUGH TO SCORE

In these responses the student attempted to respond, but this attempt contained so little writing that the reader could not discern whether the student was responding to the prompt.

COPIED THE PROMPT

In these responses the student repeated or paraphrased the prompt but did not attempt to respond to it.

EXPLICITLY REFUSED TO WRITE

These responses contained nothing more than an explicit refusal to respond to the specified prompt, although the student may have offered some explanation for his or her refusal.

Appendix G

Categories on the District Analysis Report

The district analysis reports were produced with the following categories.

Average Daily Attendance (ADA) Groupings

Districts are grouped into nine size categories by their refined average daily attendance (ADA), which is collected for four weeks each semester on the *Superintendent's Report of Pupil Attendance and Contact Hours, Table I*. Refined ADA is calculated by totalling attendance for the best, or highest, four weeks and dividing by four.

District Type

Districts in Texas are classified on a scale ranging from major urban to rural. Factors such as size, growth rates, and proximity to urban areas are used to determine the appropriate group.

Wealth

The wealth of a district is determined by total taxable property value per refined ADA. The property value used is taxable value (for the last complete calendar year, i.e. 1989) as determined by the State Property Tax Board (SPTB). Refined ADA is the current school year ADA, i.e. 1989-1990. This analysis of wealth is broken down into two sections. The first wealth grouping classifies districts into ten wealth categories with approximately equal numbers of districts in each. The second grouping displays districts with wealth under and over the state average. The six special statutory districts form a separate group because they have no taxable property wealth.

Wealth by Equal RADA Per Group

Wealth is defined as total taxable property value per refined ADA and is used as an indicator of a district's ability to raise local funds. The property value used is 1989 taxable value as determined by the State Property Tax Board (SPTB). This wealth grouping classifies districts into 20 categories with approximately equal numbers of students in each. The six special statutory districts form a separate group because they have no taxable property wealth.

Total Effective Tax Rate

Districts are grouped into four tax effort categories, or quartiles, with approximately equal numbers of districts in each. The category shows the total effective tax rate, which is determined by dividing the 1989 total levy amount by the 1989 SPTB total taxable property value. The six special statutory districts are in a separate category because they do not levy property taxes.

Maintenance and Operation Effective Tax Effort

Districts are grouped into four tax effort categories, or quartiles, with approximately equal numbers of districts in each. The category shows the maintenance and operation (M&O) effective tax rate, which is determined by dividing the M&O levy amount by the SPTB total taxable property value. The second M&O tax effort category splits districts above and below the state average M&O effective tax rate. The six special statutory districts do not levy property taxes.

APR Groups

This category splits the districts into sixteen categories by size of enrollment, whether they are above or below the state average for district wealth, and whether they fall above or below a level of 40% low income. The six special districts form a seventeenth category.

State Property Tax Board (SPTB) Highest Category

This section divides districts into the primary State Property Tax Board land use categories: residential, land, oil and gas, or business. The one category of these four which has the greatest total property value for a district determines in which category the district is placed. The six special statutory districts form a separate group because they have no taxable property wealth.

Small/Sparse Adjustment

This category has four categories with approximately equal numbers of districts in each. The districts are grouped by the amount their Small/Sparse Adjustment as a percentage of their Adjusted Basic Allotment. A fifth category contains all districts receiving no Small/Sparse Adjustment.

Price Differential Index (PDI) level

The price differential index reflects geographic variations in costs beyond the control of school districts. The index currently in use has a minimum value of 1.01 and a maximum value of 1.20. This category divides districts into five groups with approximately equal numbers of districts in each.

Operating Cost/ADA

Operating costs, taken from the *Public Education Information Management System* (PEIMS) submitted in Fall 1989 by school districts, are defined as the sum of all expenditures budgeted for the operation of the district, for all funds. The operating expenditures are a subset of the total expenditures; they do not include debt service, capital outlay, or ancillary services expenditures. The per student amounts are the current year expenditures divided by the current year refined ADA. Districts are grouped into five categories with approximately equal numbers of districts in each.

Region

The state is divided into 20 regions, each served by an education service center.

TEAMS: Percent Passing All Tests Taken

For all grades and subject areas, the total number of students who passed all tests taken is expressed as a percentage of the total number of students tested. Districts are grouped into four subcategories with the percent passing ranging from under 60 percent to 90 percent and over.

Student Density

The square miles in a school district were determined through a joint effort by the State Property Tax Board (SPTB), the Texas Education Agency, and the Texas Water Commission. School district maps provided by school districts to the SPTB were digitized by the Water Commission and acreage was determined. Density is the number of students in refined ADA per square mile. Density groups range from less than five students per square mile to 100 or more students per square mile. The six special statutory districts form a separate group since mileage data is not available for them.

Refined Average Daily Attendance (RADA)

This category looks at the growth or decline in student population over a one year period. Districts whose refined ADA decline represent one grouping, while the remaining groups show one year growth rates ranging from "0%-3%" to "10% and over."

Black, Hispanic, and Minority Percent

In these categories, districts are grouped according to the ethnic composition of their student population. The *Fall Survey of Pupils in Membership*, a one-day head count taken in the fall of each school year, provides this information. Minority percent is calculated as the sum of all non-white populations expressed as a percent of the total. The non-white populations include American Indian or Alaskan Native; Asian or Pacific Islander; black, not of

Hispanic origin; and Hispanic. Each of these categories has six subcategories with the particular population ranging from less than five percent to fifty percent and over.

Percent Low Income

Percent low income is the best six months average of the previous school year's count of students eligible to participate in the free and reduced price lunch program expressed as a percentage of the current year's refined ADA in the district. There are six groupings in this category ranging from under 20% to 80% and over.

Average Teacher Experience

In this category, districts are grouped into four categories with approximately equal numbers of districts in each. Average years of teacher experience is calculated as the ratio of total years of professional experience for all teachers in the district divided by the total teacher full-time equivalent (FTE) count.

Average Teacher Salary

Average teacher salary is calculated as the total salary of teachers divided by the total FTE count of teachers. The total salary amount does not include career ladder or any other supplements.

Percent Minority Teachers

In this category, districts are grouped according to the minority composition of their teaching populations. Minority percent is calculated as the sum of all non-white teachers expressed as a percent of total teachers. The category has five groupings with the minority population ranging from less than five percent to fifty percent and over.

Percent of Teachers with Advanced Degrees

The percent of teachers with an advanced degree is calculated as the FTE count of teachers with a masters or doctorate degree divided by the total teacher FTE count.

NOTES

- ¹ Linda Crocker and James Algina, *Introduction to Classical and Modern Test Theory* (New York: Holt, Rinehart, and Winston, 1986), pp. 134-140.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a non-segregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11216 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.



Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

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